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ABSTRACT

This document is a directory of grants funded under the Office of Special Education and Rehabilitative Services (OSERS) Secondary and Transition Initiative. The volume begins with a description of the Federal Transition Initiative and the role of the Transition Institute of Illinois, and an overview of the information (including statistical data) collected from all the funded projects. The bulk of the document is a collection of 120 profiles of OSERS-funded transition projects, organized in the following categories: innovative programs in transition skills development for severely handicapped persons, cooperative models for planning and development, youth employment demonstration projects, postsecondary model demonstrations, postsecondary demonstration projects, vocational rehabilitation projects for severely handicapped individuals, secondary/transitional service demonstration models, and postsecondary demonstration projects for the mildly mentally retarded and learning-disabled. Each project profile contains such information as purpose, current focus, products, participants, direct services, related service components, evaluation plan, and instrumentation. An index provides subject access to the project profiles, focusing on the project's specific evaluation components and program characteristics. Appendices list newly funded projects and expired projects. (JDD)

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Compendium of Project Profiles 1987

Jane Dowling
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EC 201783

TRANSITION
INSTITUTE
AT ILLINOIS

The following principles guide our research related to the education and employment of youth and adults with specialized education, training, employment, and adjustment needs.

- Individuals have a basic right to be educated and to work in the environment that least restricts their right to learn and interact with other students and persons who are not handicapped.
- Individuals with varied abilities, social backgrounds, aptitudes, and learning styles must have equal access and opportunity to engage in education and work, and life-long learning.
- Educational experiences must be planned, delivered, and evaluated based upon the unique abilities, social backgrounds, and learning styles of the individual.
- Agencies, organizations, and individuals from a broad array of disciplines and professional fields must effectively and systematically coordinate their efforts to meet individual education and employment needs.
- Individuals grow and mature throughout their lives requiring varying levels and types of educational and employment support.
- The capability of an individual to obtain and hold meaningful and productive employment is important to the individual's quality of life.
- Parents, advocates, and friends form a vitally important social network that is an instrumental aspect of education, transition to employment, and continuing employment.

The Secondary Transition Intervention Effectiveness Institute is funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (contract number 300-85-0160).

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Compendium of Project Profiles 1987

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Acknowledgements

The Technical Assistance Program staff wishes to thank the project directors who devoted time and effort toward the completion of the Project Characteristics Questionnaire. Their contributions have made it possible to present a comprehensive view of the nationwide transition effort being conducted through the OSERS funded transition projects.

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Preface

This document, produced by the Technical Assistance Program at the Transition Institute of Illinois, is a directory of grants funded under the OSERS Secondary and Transition Initiative. The information and descriptive data contained in this document were collected in part from the responses of OSERS funded projects to a Project Characteristics Questionnaire distributed in January 1987, (see Appendix A). Other project information was obtained from original grant applications and previous year's profiles. The information contained in the individual competition profiles was obtained directly from the grant announcement packets for each competition.

The 1986-87 Compendium of Project Profiles includes five sections:

* The Introduction describes the Federal Transition Inititative and the role of the Transition Institute of Illinois.

* The Overview contains a summary of the descriptive data collected for each of the eight competitions and an overall reporting of data across all competitions.

* The Project Profile Section provides a summary of each

individual competition, a summary of the projects funded under the competition, and individual project profiles. The Competition Profile provides a summary of the purpose, authority, eligible recipients, funds available, number of grants awarded and duration of awards for each competition. The Competition Profile precedes the individual project profiles for each of the eight competitions. The Summary of Project Profiles contains a summary of the data reported in the individual profiles for each competition. The Individual Project Profiles provide a description of each project funded under the individual competitions. The profile includes project demographic information, project purpose, current focus, primary grantee, cooperating agencies, project participants, project evaluation plan, and project products.

* The Index provides a guide to projects' specific evaluation components and program characteristics.

* The Appendices provide a partial listing of newly funded Fiscal Year 1987 projects (see Appendix B) and a listing of expired projects from previous years (see Appendix C). The Project Characteristics Questionnaire is included in Appendix A.

The Compendium is an annual publication of the Transition Institute of Illinois and is intended for specific use by project directors, OSERS' project officers, and Transition Institute staff. Others involved in the transition effort may also find this document useful for obtaining an up-to-date view of the nationwide transition effort being supported by the U. S. Department of Education, Office of Special Education and Rehabilitative Services. Users of the Compendium are encouraged to communicate directly with project contact persons listed on the profiles. Users are also urged to submit comments and suggestions for improving the useability and effectiveness of the document for future issues.

Points of view or opinions expressed in this document do not necessarily represent the Department of Education's position or policy. The contents of this book are presented for information purposes only; no endorsement is made.

Introduction

The economic, educational and employment problems encountered by youth and adults with handicapping conditions have been addressed through a variety of federal and state programs in the past. Assurances of nondiscrimination, mandated services and equal access to services have earmarked federal legislation through the years, however, only recently has Congress elected to focus directly on the transition from school to work for these individuals. In the 1983 Amendments to the Education of the Handicapped Act of 1973, Section 626 of Public Law 98-199, entitled "Secondary Education and Transitional Services for Handicapped Youth," was enacted for the purpose of stimulating a nationwide Transition Initiative. Under the leadership of Assistant Secretary Madeline C. Will, the Transition Initiative became a national priority. The impetus for the Initiative was the authorization of $6.6 million in grants and contracts to be spent annually by the Office of Special Education and Rehabilitative Services (OSERS).

With the major objectives of Section 626 being to improve and develop secondary special education programs and to strengthen and coordinate education, training and related services to assist in the transition process, OSERS announced several grant programs in fiscal year 1984. In addition to Section 626, grant programs were also authorized under Section 641 - 642 of Public Law 98-199 and Section 311 (A)(1) of Public Law 93-112, Rehabilitation Act of 1973, as amended. Fiscal year 1984 marked the beginning of a federal effort to focus on the problems of youth with handicapping conditions exiting the secondary school and to provide appropriate transition services at all levels for youth and adults with handicapping conditions.

In order to assist in evaluating and extending the impact of the federal initiative, the Secondary Transition Intervention Effectiveness Institute at the University of Illinois at Urbana-Champaign was formed in August of 1985. Through a five year contract with OSERS, the Transition Institute of Illinois is studying the issues and problems related to secondary education and transitional services. One of the major activities within the Institute's Evaluation Research Program is to collect, summarize, and disseminate information about the model programs funded under the Secondary Education and Transition Services Initiative. The dissemination of the descriptive data through the Compendium is intended to facilitate efforts to assure the long-range impact of the Initiative upon both school and community-based programs.

Overview

This year's Compendium (1986-87) describes the status of 120 projects funded by the U. S. Department of Education, Office of Special Education and Rehabilitative Services as part of the Transition Initiative. To illustrate the impact of project activities on transition as a national priority, an overview of projects active between September 1986 and June 1987, is presented. Figure 1 provides a general comparison of grant competitions.

During the 1986-87 reporting period, 120 model demonstration projects have developed and implemented a wide range of service delivery models focused on facilitating the transition of youth/adults with handicapping conditions. The projects are distributed across 32 states and Washington, D.C.. Project services are provided in major metropolitan areas, suburbs, small towns and rural areas. In addition, some models are designed to provide countywide, statewide or nationwide services. Figure 2 presents a picture of the nationwide distribution of projects. Table 1 shows a breakdown of the type of political unit served by projects in each competition. Nearly one-fourth of the projects are located in major metropolitan areas, and approximately one-fourth of the projects are providing statewide services.

FIGURE 1

TRANSITION PROJECTS (1986-87)

PROJECT COMPETITION	84.086M	84.158C	84.023D	84.023G
TYPE OF PROJECT	Innovative Programs: Transition Skills Development	Cooperative Models for Planning and Development	Model Demonstration: Youth Employment Projects	Postsecondary Model Demonstrations
TARGET POPULATION	Severe Handicapping Conditions, Including Deaf-Blind	All Handicapping Conditions	All Handicapping Conditions	All Handicapping Conditions
NUMBER OF GRANTS	11	26	12	15
FUNDING PERIOD	FY86: 3 Years Annual Review	FY85: 2 Years FY86: 3 Years Annual Review	FY84: 3 Years Annual Review	FY84: 3 Years Annual Review
EXPIRATION	1989	1987 & 1989	1987	1987
CURRENT FOCUS	Interagency Coordination and Agreements Adaptive Behavior Assessment Ecological Assessment Community-Based Training Supported Employment Development/Placement Vocational Training Parent Education Transition Model Development Replication ITP Development Inservice Training Product Development Parent/Staff Training Needs Assessment Field Test Models	Job Counseling Parent/Community Seminars Inservice Training ITP Development Vocational Assessment Follow-up Dissemination Product Development Community-Based Support System Housing/Job Bank Development Recreation/Leisure Education Statewide Transition Planning Curriculum Modification Technical Assistance Job Development/Placement Interagency Coordination Vocational/Community-Based Training	Project Continuation and Replication Product Development Field Test Service Delivery Model Dissemination Follow-up Curriculum Development Inservice Training Support Group Development Vocational Training Social Skills Training Prevocational Assessment Parent Training Work Experience Training	Technical Assistance Employment Placement Dissemination Product Development Applied Research Vocational Training Social Skills Training Vocational Assessment Community-Based Service Development Job Development Clearinghouse Development Establishment of Linkages/ Interagency Agreements Continuation/Replication Curriculum Development

PROJECT COMPETITION	84.078C	84.128A	84.158A	84.078B
TYPE OF PROJECT	Postsecondary Demonstration Projects	Special Projects Providing Vocational Rehabilitation	Secondary/Transitional Service Demonstration Models	Postsecondary Demonstration Projects
TARGET POPULATION	FY85: All Handicapping Conditions FY86: Specific Learning Disabilities	Severe Handicapping Conditions	All Handicapping Conditions	Mild Mental Retardation and Learning Disabilities
NUMBER OF GRANTS	27 (23 Current)	5	16	15 (11 Current)
FUNDING PERIOD	FY85: 2 & 3 Years Annual Review FY86: 2 & 3 Years Annual Review	FY84: 3 Years Annual Review	FY84: 3 Years Annual Review	FY84: 1, 2, or 3 Years Annual Review
EXPIRATION	1986 - 1989	1987	1987	1986 & 1987
CURRENT FOCUS	Inservice Training Parent/Family Training Product Development Curriculum Development Employer Training Computer Assisted Instruction Peer Tutoring Program Dissemination Technical Assistance Needs Assessment Linkage Development Academic Assessment Awareness Training Educational Skills and Learning Strategy Training Model Development Clearinghouse Development Occupational Skill Training Job Club Development Follow-up/Tracking	Interagency Coordination/ Cooperative Agreements Vocational Assessment Vocational Counseling Job Development/Placement Computer Assisted Instruction Work Experience Transition Task Force Development Product Development Continuation Linkage with Business and Industry Training Curricula Development	Vocational Assessment Dissemination Product Development Service Delivery Model Development Curriculum Improvement/ Development Inservice Training for Teachers Job Placement/Support Work Services Follow-up Services Linkage Development Job Development Vocational Training Social Skills Training Job Coach Model Development Continuation/Replication	Dissemination Counseling Referral Academic Assessment Educational Alternative Program Services Service Delivery Model Development/Refinement Work Experience Field Test Model Technical Assistance Inservice Training Curriculum Development Follow-up Conduct Conferences/Seminars Statewide System Change Training/Employment Program Social Skills Training

Figure 2. Location of Projects by State

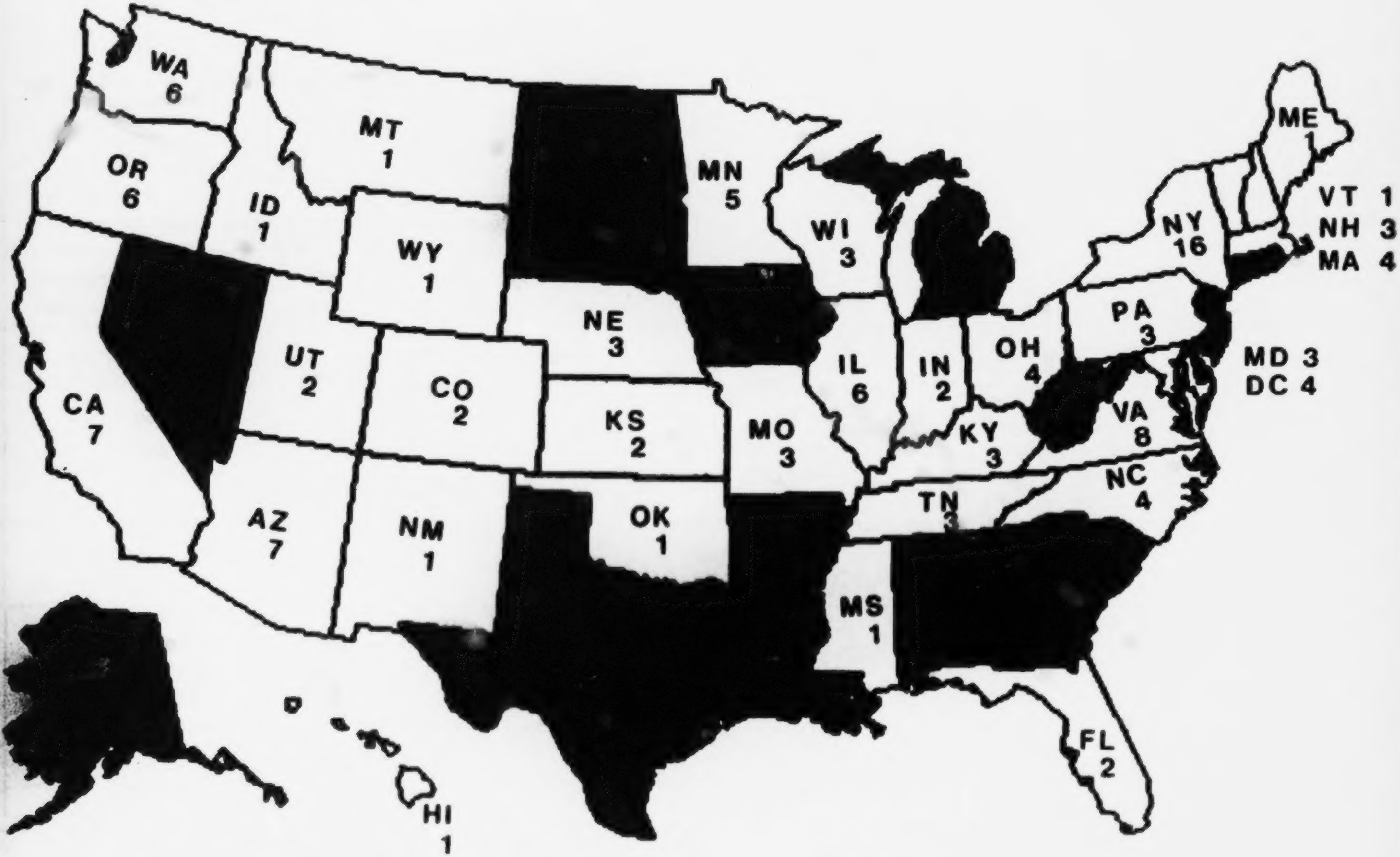

WA 6
OR 6
ID 1
MT 1
WY 1
MN 5
WI 3
ME 1
VT 1
NH 3
MA 4
NY 16
PA 3
MD 3
DC 4
OH 4
IN 2
IL 6
NE 3
UT 2
CO 2
CA 7
KS 2
MO 3
KY 3
VA 8
NC 4
TN 3
OK 1
AZ 7
NM 1
MS 1
FL 2
HI 1

TABLE 1
Percentage of Projects Serving Specific Political Units

	COMPETITION #								
	84.086M N=11	84.158C N=26	84.023D N=12	84.023G N=15	84.078C N=23	84.128A N=5	84.158A N=16	84.078B N=12	ALL N=120
TYPE OF POLITICAL UNIT									
Metropolitan area (100,000+) with public transportation	27	23	25	13	30	0	25	33	24
Metropolitan area (100,000+) with no public transportation	0	0	0	7	0	0	6	0	2
Suburb of a metropolitan area	0	4*	0	13	0	0	6	8	4*
Small town (5,000 - 100,000) with public transportation	0	4*	0	0	0	0	0	0	1*
Small town (5,000 - 100,000) with no public transportation	0	4	0	13	0	0	0	0	3
Rural area	0	8	8	13	0	0	0	0	4
Part of a county	18	0	8	13	4	0	6	0	6
County	9	19	17	13	4	40	0	0	11
Region within a state (including more than one county)	9	15*	0	7	35	0	19	8	16*
State	36	31	42	7	9	20	13	42	23
Region of nation (more than one state)	0	0	0	0	9	0	6	8	3
Nationwide	0	8	0	0	9	0	19	0	6
Other	0	0	0	0	0	40	0	0	2

(N = number of projects reporting)
(* = multiple units being served)

The youth/adults receiving services through the projects exhibit a range of handicapping conditions. Due to the priorities of certain competitions, i.e., 84.078C and 84.078B, some projects have targeted specific handicapping conditions. Of those youth being served by projects, approximately one-half have a learning disability and one-fourth have a diagnosis of mental retardation. Other handicapping conditions were reported by projects, however, overall incidences were often less than 3%. Projects were asked to estimate the impact of their project, directly and indirectly, on youth and adults with handicapping conditions. The number of youth/adults being impacted by the model projects is estimated at 79,679 while the estimated number receiving direct services is 15,585. Table 2 indicates the percentage of the handicapping conditions represented in each competition. In addition to having a handicap, three percent (3%) of youth/adults receiving direct services are reported as being from minority groups, and two percent (2%) are economically disadvantaged.

TABLE 2
Percentage+ of Youth/Adults Served in Individual Competitions by Specific Handicapping Condition

	COMPETITION #								
	84.086M N=481	84.158C N=2610	84.023D N=1418	84.023G N=951	84.078C N=2097	84.128A N=541	84.158A N=1927	84.078B N=3882	ALL N=13,907
HANDICAPPING CONDITION									
Autism	5	<1	<1	2	0	0	<1	0	<1
Behavioral disorders	0	4	7	0	<1	<1	9	<1	3
Brain damage	0	<1	<1	0	<1	0	<1	0	<1
Cerebral Palsy	4	2	3	<1	2	<1	2	<1	1
Chronic mental illness	22	1	<1	9	0	<1	<1	0	1
Communication disorder	<1	1	4	<1	1	0	<1	2	1
Deaf-blind	2	0	0	0	0	0	0	0	<1
Developmental disability	0	6	0	<1	1	0	12	2	3
Emotional disorder	<1	7	7	2	1	0	3	<1	3
Epilepsy	<1	1	<1	0	1	0	<1	<1	<1
Health impairment	0	1	0	0	<1	0	1	0	<1
Hearing impairment	5	3	2	13	1	<1	<1	<1	2
Learning disability	0	34	23	26	78	13	19	79	47
Mental retardation	42	28	47	44	4	19	38	15	25
Multiple handicap	15	1	1	0	0	0	2	0	1
Physical handicap	<1	5	5	2	3	14	4	<1	3
Speech impairment	0	2	<1	0	<1	0	3	<1	1
Spinal cord injury	0	1	<1	0	2	0	1	0	<1
Traumatic head injury	0	1	<1	0	<1	0	<1	0	<1
Visual impairment	2	4	<1	0	2	6	1	<1	1
Other	0	<1	0	0	<1	46	2	0	2

(N = number of handicapped youth receiving direct services)
(+ Percentages were calculated by rounding and may not add up to 100%.)

While the target population varies among grant competitions, the majority of projects are offering related service components to parents, teachers, agency personnel, business/industry personnel and other service providers. Over one-half of the projects across all competitions are providing related services/training to approximately 4000 parents and 2000 agency personnel. Over two-thirds of the projects are providing related services to an estimated 7000 secondary teachers. Table 3 presents an overview of the groups receiving related services from the various competitions.

TABLE 3
Number of Individuals Participating in
Related Service Components
by Individual Competition

	COMPETITION #								
	84.086M	84.158C	84.023D	84.023G	84.078C	84.128A	84.158A	84.078B	ALL
	N=9	N=17	N=9	N=8	N=10	N=2	N=6	N=7	N=68
CATEGORY OF PARTICIPANTS									
Parents	441	1193	996	228	170	60	269	207	3564
Secondary Teachers	146	1124	1419	297	2882	35	144	736	6783
Agency Personnel	228	521	520	95	133	75	165	239	1976
Project Staff	50	70	97	34	54	7	83		395
Business/Industry Personnel	96	367	105	170	33	25	210	65	1071
Postsecondary Faculty					104			2313	2417
School Personnel	5	107	174	15			50		351
Other		20	93	6	302			108	529

(N = number of projects reporting actual numbers receiving related services)

Eligible recipients of grant awards are specified for each competition. The most common grant recipient was a university followed by local education agencies and private non-profit agencies. Figure 3 indicates the type of primary grantee for each competition.

In the Rules and Regulations published for each grant announcement, applicants are directed to "show methods of evaluation that are appropriate for the project and, to the extent possible, are objective and produce data that are quantifiable." In order to address this directive, the majority

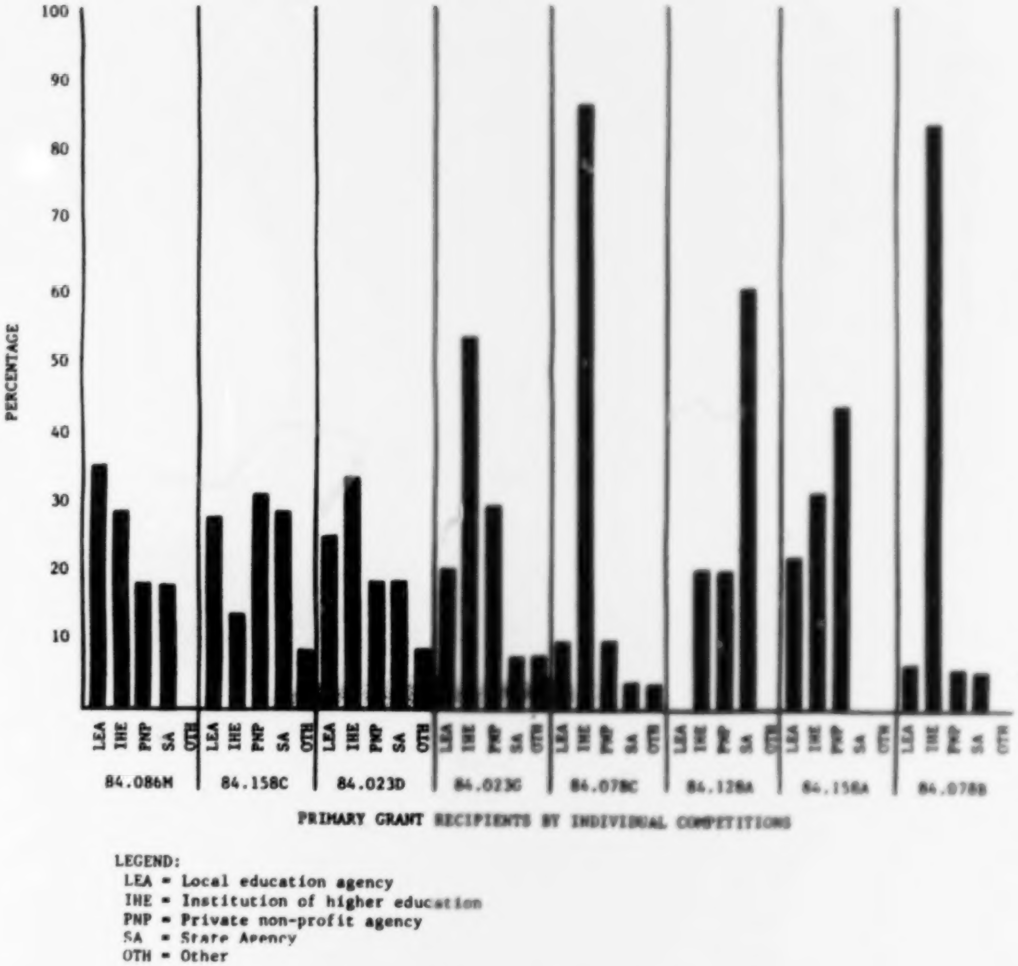


Figure 3. Percentage of Primary Grant Recipients

of projects reported using a system analysis approach to assess the effectiveness and efficiency of their model programs. Several projects reported using system analysis in combination with other approaches, primarily a goal based approach. The use of qualitative approaches, i.e., case study, were reported by approximately one-third of the projects. Table 4 presents a breakdown of the various evaluation approaches being utilized by projects in each competition.

TABLE 4
Percentage of Projects in Individual Competitions
Using Specific Evaluation Approaches

	COMPETITION #								
	84.086M N=11	84.158C N=26	84.023D N=12	84.023G N=15	84.078C N=23	84.128A N=5	84.158A N=15	84.078B N=12	ALL N=119
EVALUATION APPROACH									
System Analysis	82	65	50	73	65	40	87	83	70
Goal Based	55	46	67	60	52	40	53	42	52
Goal Free	27	12	0	7	13	20	7	8	11
Decision Making	27	23	8	33	35	40	7	50	27
Connoisseurship	0	0	0	7	0	0	7	8	3
Professional Review	27	27	8	47	22	20	20	42	27
Quasi Legal	0	0	0	0	0	0	0	0	0
Case Study	27	19	25	33	35	40	27	42	30

(N = number of projects reporting)

The type of evaluation data/information being collected by projects varies with the priorities of each competition. Again, the focus on quantifiable evaluation data is apparent across all projects. A variety of commercially available and locally developed instruments are being used by projects to collect evaluation information on student/client and to collect program evaluation information. The most commonly reported type of instrument was the general ability/intelligence test. Vocational skill assessments, academic achievement tests and career interest inventories are used by at least one-third of the projects. Approximately one-third of the projects are using locally developed instruments to collect evaluation information on student/client and program. Table 5 indicates the type of evaluation data/information being collected in each competition, and Table 6 presents the type of instrumentation used in each competition.

A variety of products are being developed and disseminated by a majority of projects. Brochures describing project activities

TABLE 5
Percentage of Projects in Individual Competitions Collecting Specific Data/Information

	COMPETITION #								
	84.086M N=11	84.158C N=22	84.023D N=12	84.023G N=15	84.078C N=23	84.128A N=5	84.158A N=16	84.078B N=12	ALL N=116
TYPE OF DATA/INFORMATION									
Information on Students/Clients Served									
Number referred to project services	67	86	58	67	74	100	63	67	72
Intake/referral information	36	68	17	67	52	40	56	75	54
Number receiving direct services	64	91	83	80	91	100	75	83	81
Student demographics	73	95	92	87	87	80	88	75	86
Student educational background	45	67	42	67	74	20	44	75	59
Student work experience background	45	68	50	80	4	60	56	58	50
Assessment results for student	73	73	67	67	74	60	81	75	72
Student progress in training program	91	59	75	80	43	40	88	17	62
Student progress in educational program	73	50	33	40	78	20	81	67	59
Student integration into environment	64	55	25	53	30	0	56	33	43
Student follow-up status	73	82	83	80	74	80	69	33	72
Student employment status	67	82	58	93	39	60	88	17	64
Student outcome status	36	59	33	60	48	20	50	33	47
Other student information	27	14	17	27	17	0	6	25	17
Information on Employers									
Employer characteristics/demographics	64	50	42	67	13	60	63	83	51
Employer collaboration level	45	27	17	53	0	20	38	50	29
Level of direct service provided to employer	64	41	33	53	4	60	56	75	43
Employer satisfaction with student	64	55	50	73	17	60	50	67	51
Employer outcome status	55	36	0	53	4	40	31	42	30
Other employer data/information	0	14	17	0	0	0	13	17	8
Information on Postsecondary Education									
Postsecondary education/training demographics	18	59	17	47	43	40	19	42	38
Postsecondary education/training collaboration level	9	45	8	20	35	20	13	33	26
Level of direct service provided by project	9	50	17	27	48	40	31	42	35
Postsecondary education/training satisfaction with student participation, etc.	18	32	8	13	52	40	13	42	28
Postsecondary education/training outcomes	18	27	8	27	57	0	6	58	29
Other postsecondary information	0	9	8	0	9	0	0	25	7
Information on Program									
Program charactartistics/demographics	81	100	58	67	78	60	75	83	76
Program implementation level	36	68	50	53	43	20	50	33	47
Program replication	45	55	75	40	22	40	63	42	45

(N = number of projects reporting)

TABLE 6
Percentage of Projects in Individual Competitions
Using Specific Types of Instrumentation

	COMPETITION #								
	84.086M N=10	84.158C N=21	84.023D N=10	84.023G N=13	84.078C N=22	84.128A N=3	84.158A N=13	84.078B N=12	ALL N=104
TYPE OF INSTRUMENTATION									
General Ability/Intelligence	20	48	30	39	50	33	39	58	42
Special Aptitude	10	24	0	15	5	33	31	8	14
Vocational Skills	20	43	20	54	23	67	69	17	37
Academic Achievement	0	38	20	31	45	33	23	67	35
Language	10	19	10	15	18	33	8	42	18
Adaptive Behavior	30	29	30	38	9	33	46	25	28
Social Skills	0	38	50	31	23	0	31	33	29
Career Interest	0	38	30	54	45	67	38	25	37
Survival Skills	10	19	10	23	14	33	23	8	16
Daily Living Skills	10	38	30	15	9	33	31	16	22
Dexterity/Manual Skills	0	19	0	31	0	33	31	0	13
Other Student Assessment	70	24	30	38	45	33	31	75	42
Observation Forms	30	24	30	69	36	33	31	17	34
Checklists	30	48	40	46	27	67	8	25	34
Rating Scales	30	43	20	38	41	33	31	25	35
Interviews	30	48	20	46	41	33	23	42	38
Surveys	40	48	50	54	36	0	31	25	40
Other Program Measures	10	33	40	31	27	33	46	50	37

(N = number of projects reporting)

and journal articles reporting project findings were cited most frequently as products. Other products include parent handbooks, training manuals, project developed instruments, replication manuals, and audio-visual presentations. Figure 4 indicates the percentage of projects in individual competitions developing specific products.

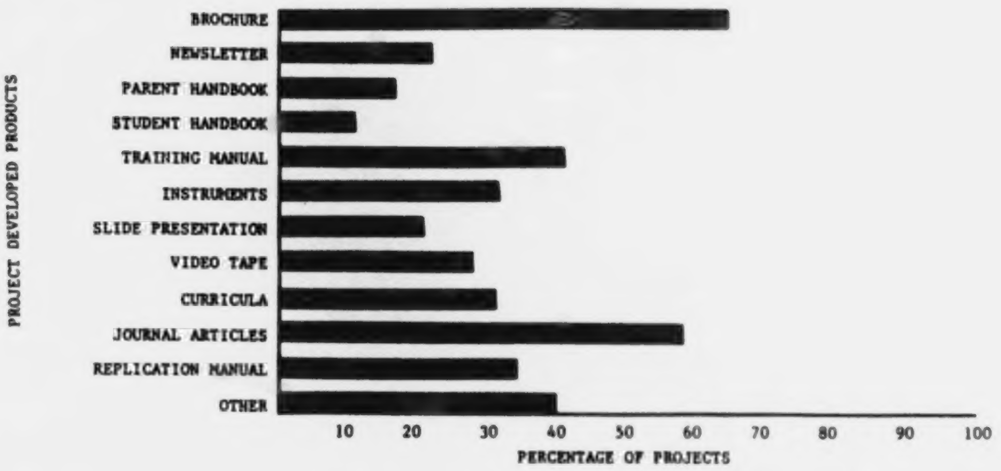


Figure 4. Percentage of Projects Developing Specific Products

Project objectives also varied across projects, however, the objectives could be categorized into nine major areas: assessment/referral, placement, education/training, counseling, program development, dissemination/replication, agency coordination, manpower training and research. Projects were asked to distinguish between formal, written objectives being practiced and those objectives practiced, but not written down. Figure 5 identifies the percentage of projects practicing formal, written objectives and the additional percentage of projects practicing the objective, but not as a formal, written objective. Overall, the majority of projects (at least 70%) are specifically involved in student assessment, nonvocational training, service delivery model development, dissemination of products and information, networking among service providers, conducting workshops, and training of professionals and others.

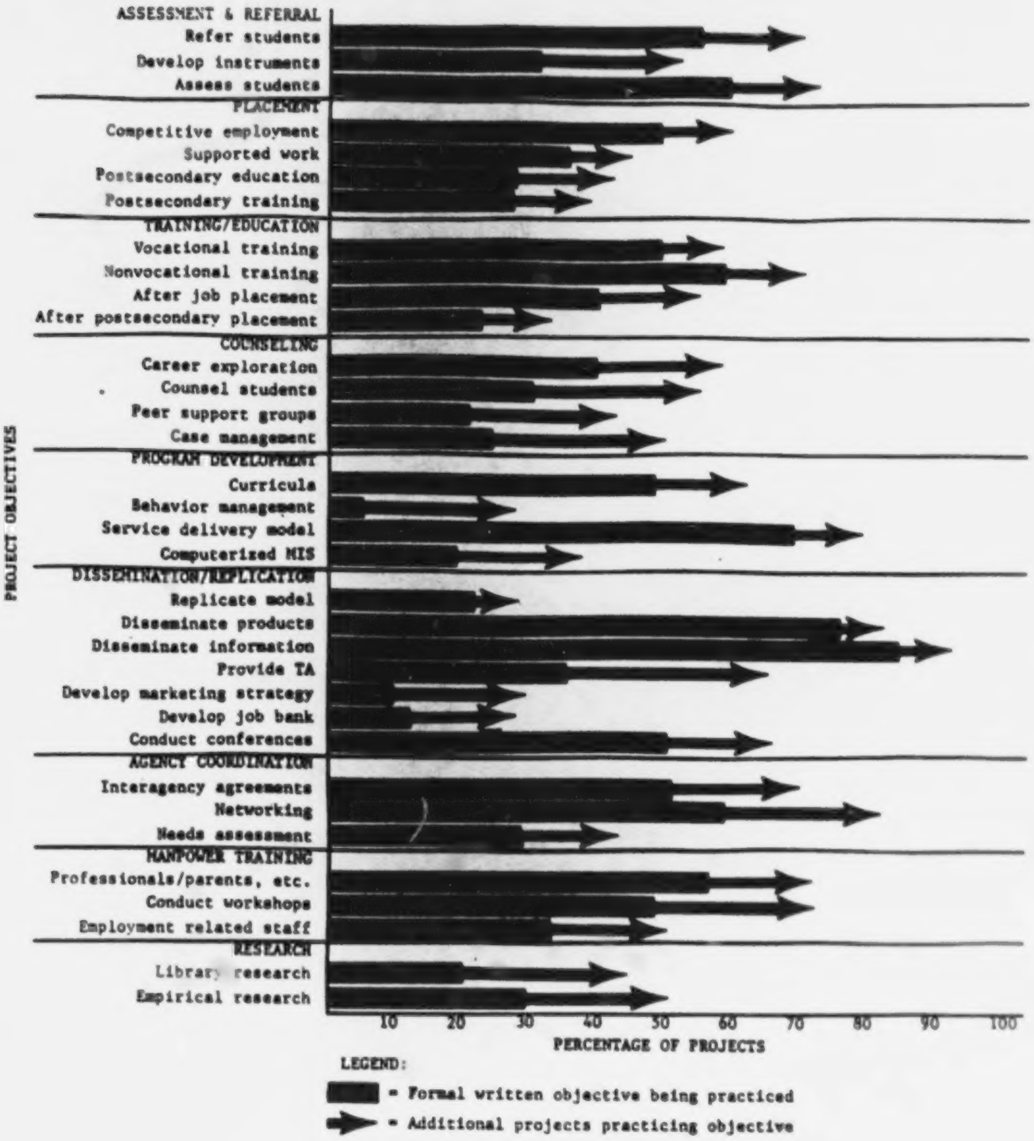


Figure 5. Percentage of Projects Practicing Objectives

The Project Profile Section provides more specific information about the 1986-87 transition projects.

Project Profile Section

The Project Profile Section contains profiles on 120 OSERS funded transition projects that were active as of January 1, 1987. The individual project profiles are grouped according to the competition under which they received their grant award. Within each group, projects are listed alphabetically according to state and project director name. Each group of individual project profiles is preceded by a summary of the competition and a summary of the projects within the competition. The Competition Summary is based on information obtained from the actual grant application packet available for the competition. The Summary of Project Profiles is an overview of the major demographic, operating, and evaluation characteristics of the projects under the specific competition. Except where noted, the individual project profiles are based on information gathered from questionnaires mailed to projects in January 1987.

COMPETITION PROFILE: CFDR 84.086M

INNOVATIVE PROGRAMS FOR SEVERELY HANDICAPPED CHILDREN: TRANSITION SKILLS DEVELOPMENT FOR SEVERELY HANDICAPPED (INCLUDING DEAF-BLIND) YOUTH

INITIAL COMPETITION: 3/21/86

PURPOSE OF COMPETITION

The purpose of this competition was to provide support to projects which design, implement, and disseminate information about innovative practices which facilitate the transition of a small number of youth with severe handicaps from education to employment and other service options, in preparation for their integration into regular community environments as adults. Emphasis was to be placed on the development of job-related skills, peer interactions, orientation and mobilty, personal grooming, independent living skills and the development of a positive self-concept. Procedures for initiating and maintaining on an on-going basis, coordination and cooperation with State educational and rehabilitative agencies were to be included. Project activities were to focus upon the development of skills identified as those most needed by project participants in order to facilitate their effective transition.

AUTHORITY

Authority for this program is contained in Section 624 of Part C of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

Public or private, profit or non-profit organizations and institutions were eligible for this competition.

FUNDS AVAILABLE

Approximately $1,965,000 was expected to be available for support of up to 25 projects.

NUMBER OF GRANTS AWARDED

Eleven grants were awarded under this competition.

DURATION

Project support was available for up to three years under this competition subject to an annual review of progress and availability of funds.

SUMMARY OF 84.086M PROJECT PROFILES

PRIMARY GRANTEE

Four grants were awarded to public secondary schools/local education agencies. Three universities and two private nonprofit agencies received grant awards. State agencies receiving funds under this competition include a state education agency and a state MR/DD agency.

PROJECT PARTICIPANTS

The target population, youth with severe handicaps (including deaf-blind), was specified in this competition. With 11 projects reporting, direct services are being provided to an estimated 521 youth with severe handicapping conditions. Total impact on youth is estimated at 1935. The age range reported by the projects was from 5 to 25 years. Of those projects reporting direct services, mental retardation comprised 42% of the handicapping conditions and chronic mental illness was the handicapping condition for 22% of the project participants. Less than 1% of the youth served under this competition were in a minority group.

Related service components were reported by all the projects. Ten projects indicated services being provided to teachers. Parents and agency personnel receiving services were indicated by eight projects, and five projects are providing related services to business/industry personnel. The estimated totals being served are as follows: 441 parents, 228 agency personnel, 146 teachers, and 96 business/industry personnel.

COOPERATING AGENCIES & ORGANIZATIONS

Cooperation with outside agencies was reported by ten projects. At least one-half of the projects are collaborating with a state vocational rehabilitation agency. Less than one-half of the projects are collaborating with either local education agencies or public secondary schools.

PRODUCTS

Ten projects reported product development. Nine projects are developing articles, and seven projects indicated development of brochures. Replication manuals and training manuals were reported by five projects each. Four projects are developing curricula, and four projects are developing instruments. Newsletters, slide and video tape presentations were reported by three projects each. One project is developing a transportation manual and a community recreation handbook.

PROJECT EVALUATION PLAN

Nine projects reported the use of a system analysis evaluation approach. Six projects indicated a goal based approach, of which four projects reported use of this approach in conjunction with system analysis. Three projects are conducting case studies.

Ten projects reported the collection of evaluation information on student/client with all projects compiling data on student/client progress in training programs. In addition to student/client demographics, the majority of these projects are collecting evaluation information on assessment results, student/client progress in education programs, and student/client follow-up status. Employer information is being collected by eight projects of which seven are compiling data on employer demographics, level of direct service provided to employer, and employer satisfaction with student/client, project activities, etc.. Two projects are collecting evaluation information on postsecondary education/training, primarily demographic information, level of satisfaction, and postsecondary education/training outcomes.

Program evaluation data is being collected by nine projects, all of which are compiling information on program characteristics/demographics. Five projects are collecting program replication data.

Nine projects indicated the type of instrumentation used in project evaluation. Information on students/clients is being collected primarily through the use of project developed instruments. Information on program is being compiled primarily through surveys, specifically employer and parent surveys.

PROJECT OBJECTIVES

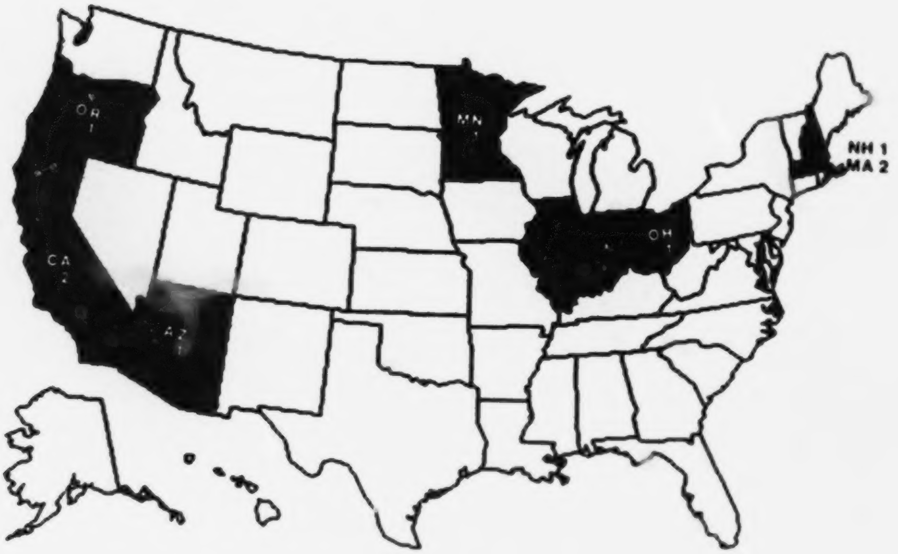
Project objectives were reported by 10 projects under this competition, of which eight indicated objectives in the general area of assessment/referral. Eight projects also reported objectives in the placement area, with the majority involved in the placement of students in supported work settings. Nine projects indicated objectives in the area of training/education, the majority reporting both vocational and nonvocational training. Seven projects are also providing training or support to students after job placement. Six projects indicated objectives in the counseling area, the majority providing career exploration counseling.

All the reporting projects are involved in program development, of which development and implementation of a service delivery model is the primary objective. Eight projects are also involved in curriculum development. Dissemination of information was reported by 10 projects, of which nine indicated development and dissemination of project products. Provision of technical assistance as a formal, written objective was reported by four projects, however, four additional projects have added this objective to their programs. All reporting projects reported objectives in the area of agency coordination, with the majority involved in development of networks among service providers. Seven projects indicated development of interagency agreements as an objective. The area of manpower training was listed by all ten reporting projects. Three projects indicated conducting research as formal written objectives, however, five more projects have added this objective to their programs.

GEOGRAPHIC AREA SERVED

The 11 projects under this competition are located in nine states (see Map below). California and Massachusetts each have two projects. Four projects reported statewide services, and three projects reported serving major metropolitan areas. Two projects serve a portion of a county and one project is countywide. Services to more than one county within the state was reported by one project.

LOCATION OF 84.086M PROJECTS



Project Title:
Project Origins

Project Director:
James Gittings

Contact Person:
James Gittings

Telephone:
(602) 621-7823

Project Start Date: 9/1/86
Project End Date: 8/31/89

Institute #147

Competition 84.086M

Mailing Address:
College of Education
Division of Special Education
and Rehabilitation
University of Arizona
Tucson, AZ 85721

Geographic Area Served:
Metropolitan area (100,000+)
with public transportation

PROJECT PURPOSE

Project Origins is a joint effort by the Division of Special Education and the Arizona State Museum at the University of Arizona, Southern Arizona Pilot Parents Association, and a number of local schools, to develop innovative approaches to vocational skills training and social integration for youth with handicapping conditions. Toward this end the project seeks to develop the field of archaeology as a matrix for skills training, social integration, and longer-term employment possibilities.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. To effect a knowledge exchange program between project staff from archaeology and special education that will result in the complementary skills necessary to prepare the severely handicapped for employment.
2. To develop a comprehensive vocational skills training system for teaching archaeological procedures to severely handicapped youth.
3. To provide on-the-job training for the first 25 participants in the integrated setting.
4. To provide a system of parent instruction and participation in training activities.
5. To assess the levels of proficiency that can be achieved by project participants on the various archaeological tasks.
6. To develop opportunities for social interaction in the normal work environment.

PRIMARY GRANTEE:

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

State Division of Developmental Disabilities, public secondary school, and Pilot Parents of Southern Arizona

PROJECT PRODUCTS

Product	Date Available
Brochure	8/87
Training manual	8/88
Slide presentation	ongoing
Journal articles	ongoing
Replication manual	8/89

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 15-25

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 15-25

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe autism	2	16 - 19
Moderate developmental disability	5	13 - 21
Severe developmental disability	11	13 - 21
Profound developmental disability	1	13 - 21

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

15 parents, 10 teachers,and 7 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, student/client progress in training program, student/client integration into environment

On Employers:
Employer collaboration level, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Program:
Program characteristics/demographics, program replication.

Evaluation Approach(es):

System analysis, goal based, goal free, decision making, and professional review

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, and advisory board

Type of evaluation reporting and audience:

Formal evaluation report and brochure/pamphlet for OSERS, advisory board, project participants, and parents

INSTRUMENTATION

Locally developed assessment of current functional levels and progress for each specific task. Project developed laboratory observation notebooks, checklists and rating scales on the instructional competence of project staff and department, and measures of satisfaction with respect to job performance and program components.

Project Title:
Transition Skills Development for Severely Handicapped

Project Director:
Dan Hulbert

Contact Person:
Richard Rosenberg

Telephone:
(213) 698-8121

Project Start Date: 1/1/86
Project End Date: 12/31/88

Institute #146

Competition 84.086M

Mailing Address:
Whittier Union High School District
Career Assessment & Placement Center
9401 S. Painter
Whittier, CA 90605

Geographic Area Served:
Part of a county including eight cooperating school districts

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PROJECT PURPOSE

To design, implement, evaluate and disseminate innovative methods for the provision of transition skills training to adolescents and young adults with severe handicaps.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Development and implementation of the Transitional Instructional Model for project participants.
2. Refine and replicate model.

PRIMARY GRANTEE

Local education agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, community/junior college, university/four year college, state vocational rehabilitation, private non-profit agency, state developmental disabilities services

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Slide presentation	no date indicated
Video tape	Currently available
Journal articles	no date indicated
Replication manual	1988
Monographs	no date indicated

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 315+

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 24+

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe/profound multiple handicaps	24	5 - 22

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

20 - 40 parents, 10 teachers, and 5 administrators

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, number receiving direct services, student/client demographics, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status

On Employers:

Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Program:

Program characteristics/demographics

Evaluation Approach(es):

System analysis and decision making

Personnel involved in evaluation activities:

Project director, project staff, 3rd party evaluator, and consultant

Type of evaluation reporting and audience:

Formal evaluation report for OSERS

INSTRUMENTATION

Locally developed Transition Plan, Ecological Inventories, and Student Repertoire Inventory; project developed parental and school personnel survey

Project Title:
Transition Skills Development

Project Director:
Don Tarr

Contact Person:
Glen Maxion

Telephone:
(619) 440-5111

Project Start Date: 10/1/86
Project End Date: 9/30/89

Institute #140

Competition 84.086M

Mailing Address:
Grossmont Unified High School District
Special Education Career Center
230 Jamacha Road
El Cajon, CA 92019

Geographic Area Served:
Part of a county

PROJECT PURPOSE

To employ 30% of graduates each year; organize adult program service providers to follow through on individual student plans; and increase community involvement in instruction.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Job placement of graduating students using supported work model.
2. Development and implmentation of vocational plans on all students 18-22.
3. Development and implementation of transition plans on all students 18-22.
4. Development of vocational handbook.
5. Implementation of community related activities schedule.
6. Inservice training of staff, parents, and cooperating agencies.

PRIMARY GRANTEE

Public secondary school

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

University/four year college, profit making agency, state agency, private non-profit agency and Association for Retarded Citizens

PROJECT PRODUCTS

Product	Date Available
Newsletter	Quarterly
Parent handbook	12/87
Project developed instruments	12/87
Slide presentation	6/88
Video tape	12/87
Vocational handbook	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 280

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 50

RELATED SERVICES COMPONENTS

Individuals receiving direct services (training) through project activities

100 parents, 25 teachers, 20 agency personnel, 5 project staff, and 6 business/industry personnel

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild autism	3	15 - 22
Moderate autism	8	15 - 22
Severe autism	5	15 - 22
Profound autism	7	15 - 22
Mild cerebral palsy	1	15 - 22
Moderate cerebral palsy	3	15 - 22
Severe cerebral palsy	1	15 - 22
Profound cerebral palsy	15	15 - 22
Moderate communication disorder	1	21
Mild emotional disorder	3	16 - 20
Moderate emotional disorder	1	16 - 20
Moderate epilepsy	1	15
Moderate hearing impairment	1	15 - 22
Profound hearing impairment	5	15 - 22
Mild mental retardation	3	14 - 22
Moderate mental retardation	72	14 - 22
Severe mental retardation	28	14 - 22
Profound mental retardation	38	14 - 22
Mild physical handicap	1	18 - 19
Moderate physical handicap	2	18 - 19
Mild visual impairment	1	15 - 22
Moderate visual impairment	2	15 - 22
Profound visual impairment	5	15 - 22

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:

Program characteristics/demographics

Evaluation Approach(es):

System analysis and goal based

Personnel involved in evaluation activities:

Project director, project coordinator, and project staff

Type of evaluation reporting and audience:

Formal evaluation report for OSERS, Transition Institute, Regional Center, Association for Retarded Citizens, local school board, and Special Education Regional Office

INSTRUMENTATION

Locally developed GUHSD Vocational Rating Scale

Project Title:
Supported Competitive Employment
Program for Mentally Ill Youth

Project Director:
Judith A. Cook

Contact Person:
Judith A. Cook

Telephone:
(312) 880-2471

Project Start Date: 10/1/86
Project End Date: 9/30/89

Institute #149

Competition 84.086M

Mailing Address:
Thresholds
2700 N. Lakeview Avenue
Chicago, IL 60614

Geographic Area Served:
Metropolitan area (100,00+)
with public transportation

PROJECT PURPOSE

To provide supported employment services to severely mentally ill youth, enabling them to seek and maintain jobs in integrated work settings while avoiding psychiatric rehospitalization.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Develop and field-test an Employer Recruitment Module, and Employer Training Module.
2. Families will participate in job retention activities.
3. To create and field-test a Stress Management On-the-Job Curriculum.
4. To provide a mobile job support worker, who will perform job development, workplace support and client advocacy activities for 40 severely mentally ill youth 16 - 21 years old.

PRIMARY GRANTEE:

Private non-profit agency

PROJECT PRODUCTS

Product	Date Available
Brochure	7/87
Newsletter	7/87
Parent Handbook	6/88
Training Manual	3/90
Project developed instruments	3/90
Curricula	7/88
Journal articles	7/88

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 105

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 105

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe chronic mental illness	105	16 - 21

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

30 parents, 10 agency personnel, 25 business/industry personnel, 4 teachers,and 7 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Program:

Program characteristics/demographics, program implementation level

Evaluation Approach(es):

System analysis and goal based

Personnel involved in evaluation activities:

Project director and project coordinator

Type of evaluation reporting and audience:

Formal evaluation report and brochure/pamphlet for consumers

INSTRUMENTATION

Name of instruments used in project evaluation activities

Coping Mastery Scale, Brief Locus of Control Scale, Social Network Checklist, Job Satisfaction Score, Stigma Scale and Self-Esteem Scale

Other: Brief Psychiatric Rating Scale, Global Assessment Scale

Project Title:
Model Program of Transition Activities for Severely Handicapped Students

Project Director:
Jerry Keener

Contact Person:
Jerry Keener

Telephone:
(812) 339-3488

Project Start Date: 9/1/86
Project End Date: 8/31/89

Institute #145

Competition 84.086M

Mailing Address:
Monroe County School Corp.
315 North Drive
Bloomington, IN 47401

Geographic Area Served:
State

PROJECT PURPOSE

To demonstrate that the long-term residential, post-school residential and vocational environments for most severely handicapped students can be predicted. This knowledge coupled with extensive and intensive programming for these learners can facilitate the transition and maintenance of these individuals into community-based programs and alternatives.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Local development of adult service opportunities.
2. Continue ecological assessments.
3. Curriculum development/modification.
4. Continue residential and social/interpersonal training.
5. Continue employment training.

PRIMARY GRANTEE

Local education agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

State vocational rehabilitation, state education agency, Association for Retarded Citizens

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 60

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 60

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe mental retardation	*	12 - 21
Profound mental retardation	*	12 - 21
Autism	*	12 - 21
Multiple handicap	*	12 - 21

(* no number indicated)

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Teachers and community agency staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Student/client progress in training program, student/client progress in educational program

On Program:
Program characteristics/demographics

Evaluation Approach(es):
System analysis and decision making

Personnel involved in evaluation activities:
Project director and project staff

Type of evaluation reporting and audience:
Formal evaluation report for OSERS, state education agency, ERIC, and professional organizations

INSTRUMENTATION

Instruments used in project evaluation activities

Independent Living Training-Evaluation Program

NOTE: Project Profile generated by Technical Assistance Program staff from grant application.

Project Title:
Transitional Skills Development

Institute #142

Project Director:
Sandra Copman

Competition 84.086M

Contact Person:
Sandra Copman

Telephone:
(617) 357-6000 X570

Mailing Address:
ABCD, Inc.
178 Tremont Street 7th Floor
Boston, MA 02111

Project Start Date: 10/1/86
Project End Date: 9/30/89

Geographic Area Served:
Metropolitan area (100,000+)
with public transportation

PROJECT PURPOSE

To facilitate a more effective transition from school to work or community living for 25+ multi-disabled youth from the City of Boston by developing, starting at age 14, individualized transitional plans for each client which will include plans for and implementation of: social development activities, counseling, job training, and job/other placement.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. General transitional skills activities including social, recreational, and career exploratory sessions/field trip outings.
2. Implementation of life skills planning workshops and independent living skills assessments and training.
3. Parent and family participation activities and training.
4. Employment-related transitional skills sessions and summer job training placements.
5. In-service training for staff, agency and employment sites' personnel.
6. Development of program brochures and newsletters.

PRIMARY GRANTEE

Private non-profit agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Local education agency, state vocational rehabilitation, and independent living center.

PROJECT PRODUCTS

Product	Date Available
Brochure	3/87
Newsletter	Semi-annual
Training manual	3/89
Slide presentation	8/87
Video tape	8/87
Journal articles	3/88
Colloquium	Annual

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 60

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 50

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate multiple handicaps	20	14 - 23
Severe multiple handicaps	30	14 - 23
Economically disadvantaged	50*	14 - 23
Dropouts	2*	14 - 23
Minority youth	35*	14 - 23

(* indicates overlap in numbers)

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

100 parents, 25 agency personnel, 45 business/industry personnel, 10 teachers, 17 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, family relationships

On Employers:
Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):

System analysis, goal based, goal free, and case study

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, and 3rd party evaluator

Type of evaluation reporting and audience:

Formal evaluation report for OSERS, Transition Institute, local education agency, and U. S. Department of Education.

INSTRUMENTATION

Locally developed observation forms, checklists, rating scales, interviews, and surveys.

Project Title:
A Model Transition Skill Development Program for Severely Handicapped & Deaf-Blind Students in Residential & Day School Programs

Institute #141

Competition 84.086M

Project Director:
Norm Hursh

Contact Person:
Norm Hursh

Telephone:
(617) 353-2725

Mailing Address:
Boston University
Sargent College
Department of Rehab.
Counseling
University Road
Boston, MA 02215

Project Start Date: 7/1/86
Project End Date: 6/30/89

Geographic Area Served:
State

PROJECT PURPOSE

To develop, implement and evaluate an effective transition program to increase the employability, independence and community integration of severely handicapped and deaf-blind students in a residential and day school program.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Review current year objectives.
2. Select students for year 2.
3. Define objectives for year 2.
4. Review curriculum changes.
5. Perform job forecast.
6. Identify new employment sites.
7. Develop training manuals.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Local education agency, JTPA service delivery area agent, residential education/rehabilitation facility, profit-making agency, research institute, state vocational rehabilitation agency, State Blind Services, State Bureau of Transition Planning, private non-profit agency, Private Industry Council, Boy Scouts, and Rotary Clubs.

PROJECT PRODUCTS

Product	Date Available
Curricula	no date indicated
Journal articles	no date indicated
Training manual	no date indicated

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 30

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 30

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe hearing impairment	15 - 20	14 - 22
Severe deaf-blind	5 - 10	14 - 22

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

16 parents, 13 agency personnel, 10 business/industry personnel, and 12 teachers

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, number receiving direct services, student/client demographics, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:
Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

On Program:
Program characteristics/demographics

Evaluation Approach(es):
System analysis

Personnel involved in evaluation activities:
Project director and project staff

Type of evaluation reporting and audience:
Formal evaluation report for Advisory Board

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Special Aptitude Tests: Crawford Small Parts Dexterity

Vocational Skills: Talent Assessment Program

Survival Skills: Street Survival Skills Questionnaire

Other: Locally developed IEP; observation forms; Skills Demonstrated Evaluation Form; and project developed survey forms for employers, parents and advisory board

Project Title: Planning for the Transition from School to Work and Adult Life for Severely Handicapped Youth	**Institute #144**
Project Director: Gary Parsons	**Competition** 84.086M
Contact Person: Gary Parsons	**Mailing Address:** Lexington School 1130 W. Co. Rd. B Roseville, MN 55113
Telephone: (612) 487-1445	
Project Start Date: 10/1/86 **Project End Date:** 10/1/89	**Geographic Area Served:** Region within a state

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PROJECT PURPOSE

To design and implement individualized special education programs which assure that students who are moderately or severely mentally retarded and/or multiply handicapped achieve maximum independence and transition into their future environments.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Form advisory committee made up of several adult service agencies - begin to develop cooperative agreements.
2. Develop more comprehensive adaptive behavior assessment system.
3. Implement vocational training in community based settings.
4. Work with adult service agencies in planning postschool supported employment options for 10 graduating students.
5. Increase parental participation in IEP/transition planning.
6. Inform/educate parents about adult service agencies.
7. Design formal transition plan process.

PRIMARY GRANTEE

Public secondary school

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

JTPA service delivery area agent, community workshop, city/county government, state vocational rehabilitation, and Association for Retarded Citizens

PROJECT PRODUCTS

Product	Date Available
Brochure	6/87
Newsletter	Monthly
Parent handbook	6/87
Journal articles	6/88

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 200

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 45

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate mental retardation	30	16 - 21
Severe mental retardation	15	16 - 21

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

60 parents, 20 agency personnel, 50 teachers, and 10 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status

On Employers:
Employer characteristics/demographics, level of direct service provided to employer

Evaluation Approach(es):

Goal based, professional review, and case study

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, advisory board, and 3rd party evaluator

Type of evaluation reporting and audience:

Formal evaluation report for OSERS and advisory board

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: Leiter

Language Tests: Peabody Picture Vocabulary Test

Adaptive Behavior: Vineland Adaptive Behavior Scales and Inventory for Client and Agency Programming

Project Title: New Hampshire Transition Initiative	**Institute #150**
Project Director: Robert Kennedy	**Competition** 84.086M
Contact Person: Stephanie Powers	**Mailing Address:** Office for Training and Educational Innovations Suite 512 One Eagle Square Concord, NH 03301
Telephone: (603) 224-0068	
Project Start Date: 2/11/87 **Project End Date:** 12/87	**Geographic Area Served:** State

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PROJECT PURPOSE

To improve employment and training services provided for young people with severe disabilities. The priorities of the Initiative are designed to influence, not just the ways in which these young people move from educational services to the adult world, but also the ways in which secondary schools prepare these special education students for the transition from school to work.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Demonstrate a model of interagency transition planning process between key agencies at the local level, i.e. vocational education, vocational rehabilitation, developmental disabilities, developmental service area agency and special education.
2. Technical assistance to LEAs on transition issues.
3. Formal inservice training for a carefully selected statewide leadership group.
4. Information sharing of technologies.
5. Review of teacher preparation curricula and teacher certification requirements.

PRIMARY GRANTEE:

State education agency, state developmental disabilities

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, JTPA service delivery area agent, and private non-profit agency

PROJECT PRODUCTS

Product	Date Available
Brochure	No date indicated
Project developed instruments	No date indicated
Training manual	No date indicated
Curricula	No date indicated
Journal articles	No date indicated
Replication manual	No date indicated

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 500

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

15 parents, 15 agency personnel, 80 teachers, and 12 administrators

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):
Goal based, goal free and case study

Personnel involved in evaluation activities:
Project staff

Type of evaluation reporting and audience:
Executive summary for OSERS, advisory board, steering committee, Developmental Disabilities and Special Education Bureau

Project Title:
Integrated Community Employment Options

Project Director:
Betty Macintosh

Contact Person:
Cynthie Johnson

Telephone:
(614) 466-7203

Project Start Date: 10/1/86
Project End Date: 9/30/89

Institute #148

Competition 84.086M

Mailing Address:
Ohio Department of MR/DD
30 E. Broad Street 1275K
Columbus, OH 43215

Geographic Area Served:
County (rural)

PROJECT PURPOSE

To successfully place students in integrated community employment situations in a rural county with high unemployment, addressing such barriers as transportation and parental resistance. To implement a community-based curriculum in a rural setting.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continue parent/staff training.
2. Collect pre-assessment data regarding staff/parent attitudes and needs regarding community-based training and job placement.
3. Locate possible job sites and begin placements.
4. Produce audio visual presentation about project.

PRIMARY GRANTEE:

State Department of Mental Retardation/Developmental Disabilities

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, JTPA service delivery area agent, residential education/rehabilitation facility, community workshop, community education/rehabilitation facility and County Board of Mental Retardation/Developmental Disabilities

PROJECT PRODUCTS

Product	Date Available
Brochure	5/87
Slide presentation	10/87
Journal articles	1989
Replication manual	1989
Transportation manual	1989
Community recreation handbook	7/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 60 - 80

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 18

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mental retardation	18	16 - 21

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

60 - 80 parents, 50+ agency personnel, 10+ business/industry personnel, 10+ teachers, and 4 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

Evaluation Approach(es):

System analysis and professional review

Personnel involved in evaluation activities:

Project coordinator and project staff

Type of evaluation reporting and audience:

Formal evaluation report and executive summary for consumers, OSERS, state department of Mental Retardation/Developmental Disabilities and Seneca County Board of MR/DD

INSTRUMENTATION

Instruments used in project evaluation activities

General ability/intelligence tests; adaptive behavior scales; Functional Assessment Inventory; locally developed inventories; Freagon & Wilcox assessment materials; and project developed observation forms, interviews, and surveys.

Project Title:
Lifestyle Outcomes Curriculum Project

Institute #143

Project Director:
Robert Horner

Competition 84.086M

Contact Person:
Robert Horner

Mailing Address:
University of Oregon
135 Education
Eugene, OR 97405

Telephone:
(503) 686-5311

Project Start Date: 10/1/86
Project End Date: 9/30/89

Geographic Area Served:
Two states (OR & WA)

PROJECT PURPOSE

To improve the transition of students with severe handicaps from high school to adult life by developing, evaluating, and disseminating a curriculum system that is functional, effective and feasible for use in integrated school, and post-school settings.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Modification of activity-based curriculum and program information system.
2. Implementation of information system in 5 residential settings.
3. Implementation in 3 secondary classrooms.

PRIMARY GRANTEE:

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Local education agency, public secondary school, State Division of Developmental Disabilities, state education agency,

PROJECT PRODUCTS

Product	Date Available
Training manual	1/88
Curricula	9/87
Journal articles	1/88
Replication manual	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 280

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 120

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate developmental disability	20	17 - 25
Severe developmental disability	75	17 - 25
Profound developmental disability	25	17 - 25

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

90 agency personnel and 15 teachers

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Student/client demographics, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client follow-up status

On Program:

Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):

System analysis

Personnel involved in evaluation activities:

Project director, project coordinator

Type of evaluation reporting and audience:

Formal evaluation report for OSERS

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Adaptive Behavior: Behavior Development Scale

Other: Locally developed Resident Lifestyle Inventory, Social Network Analysis Form, Valued Outcomes Information System (VOIS), VOIS Model Fidelity Checklist

COMPETITION PROFILE: CFDA 84.158C

SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTH: COOPERATIVE MODELS FOR PLANNING AND DEVELOPING TRANSITIONAL SERVICES

INITIAL COMPETITION: 12/7/84
SECOND COMPETITION: 1/21/86

PURPOSE OF COMPETITION

The purpose of the initial competition was to support projects designed to plan and develop cooperative models for activities among State or local education agencies and adult service agencies, which would facilitate effective planning and program development to meet the service and employment needs of youth with handicapping conditions as they leave school. Model programs were to target those youth who need but have traditionally had problems linking with community-based training programs and services or obtaining and maintaining employment. Projects were expected to consist of a planning phase which would attend to the development of a cooperative planning model, and an implementation phase which would implement and evaluate the model.

The program focus was more explicit in the second competition. It was specified that the planning phase (Year 1) should result in cooperative systemic planning which goes beyond collaboration to formal working commitments and agreements. The planning process was also to be sufficiently documented in terms of procedures, resources required, and outcomes obtained so that others could replicate the cooperative planning process. The implementation phase was extended to two years in the FY1986 competition, and replicability of the model was stressed. The model demonstration was also to provide for rigorous evaluation in order to determine its effectiveness to extend current knowledge relating to the transitional needs of youth with handicapping conditions. The second competition also emphasized the collaborative nature of the model projects and stressed the need for applicants to show the commitment of participating education, rehabilitation, or other service providers within the application. The target population remained the same as the initial competition.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by P.L. 98-199.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local educational agencies and other public and private nonprofit institutions or agencies (including the State job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act) were eligible for both the initial and second competition.

FUNDS AVAILABLE

Approximately $900,000 was available for support of an estimated 13 new cooperative models in fiscal year 1985. The approximate amount available for fiscal year 1986 was $880,000 for support of eight to ten new cooperative models.

NUMBER OF GRANTS AWARDED

In FY1985, 16 model demonstration grants were awarded. In FY1986, 10 new model demonstration grants were awarded.

DURATION

For FY1985, project support was available for two years subject to an annual review of progress and availability of funds. All FY1985 projects will expire in 1987. Project support was extended to three years for FY1986 projects, subject to an annual review and availability of funds. The FY1986 projects will expire in 1989.

SUMMARY OF 84.158C PROJECT PROFILES

PRIMARY GRANTEE

Eight grants were awarded to public secondary schools/local education agencies under this competition, one of which reported joint funding with a university. Two awards were received by universities, one of which reported joint funding with a state education agency. Six state agencies received grant awards under this competition including state departments of education, state developmental disabilities, state rehabilitation services, and a Governor's Planning Council on DD. Seven private non-profit agencies received grant awards. Grant awards were also received by a residential rehabilitation facility, a community education/ rehabilitation facility, and a hospital.

PROJECT PARTICIPANTS

Projects funded under this competition were to target youth with handicapping conditions who need, but have traditionally had problems linking with community-based services/training or obtaining/maintaining employment. With 26 projects reporting, an estimated 16,863 youth are being impacted directly and indirectly by the projects in this competition, and approximately 3690 youth are being directly served by projects. The age range for those individuals receiving direct services is from 12 to 35 years. Of the 20 projects providing direct services to youth, 19 reported estimates of the number of youth receiving services. The largest number (34%) of youth served by the projects have a learning disability. Youth having a diagnosis of mental retardation represent 28% of the total project participants. Nineteen handicapping conditions were reported. Mild, moderate and severe levels of various handicaps are represented across this competition. Five percent (5%) of the youth served through these projects are in minority groups and 3% are economically disadvantaged.

With this competition's emphasis on collaboration with education, rehabilitation, and/or service providers, 24 projects indicated provision of related service components. An estimated 1200 teachers are receiving service/training from 21 projects, and approximately 1200 parents are involved in 16 projects. Over one-half of the projects are providing service/training to business/industry personnel and agency personnel.

COOPERATING AGENCIES & ORGANIZATIONS

Twenty-four projects reported cooperating agencies and organizations. The majority of projects are working with local education agencies and public/private secondary schools. Seventeen projects indicated collaboration with community workshops, and 15 projects are working with local JTPA service delivery agents. The state vocational rehabilitation agency was the most frequently mentioned cooperating state agency. Approximately one-half of the projects indicated collaboration with community colleges, and nine projects reported cooperation with universities. Local Associations for Retarded Citizens were mentioned by ten projects as a cooperating organization.

PRODUCTS

Twenty-six projects reported on product development. The majority (19) of projects indicated a brochure, and 13 projects reported development of training manuals. Individual projects specified transition manuals, employer handbooks, and community resource manuals; parent handbooks were also frequently mentioned. Approximately one-half of the projects are developing journal articles related to their projects. Seven projects are developing replication manuals, and seven are developing curricula. Slide and video presentations were reported by approximately 25% of the projects. Other products included project developed instrumentation, newsletters and student handbooks.

PROJECT EVALUATION PLAN

Of the 26 projects in this competition, 17 reported use of system analysis as an evaluation approach. Twelve of these projects also reported using a goal based evaluation approach. Professional review was indicated by six projects as a supplemental evaluation approach. Five projects reported case study in conjunction with other evaluation approaches.

Twenty-two projects indicated the collection of student/client evaluation information. With one exception, all these projects are collecting data on student/client demographics. The majority of projects also reported a focus on evaluation information related to the number referred to project services, number receiving direct services, student/client follow-up status and student/client employment status. Fourteen projects are compiling evaluation information on employers, the focus being on employer demographics and employer satisfaction. The same number of projects are collecting data on postsecondary education/training. The majority of these projects are looking at postsecondary demographic information, level of direct service provided by project to postsecondary setting, and postsecondary education/training level of collaboration. Program information is being collected by 22 projects under this competition. All are compiling data on program characteristics/demographics. Twelve projects are collecting data on program replication.

Twenty projects reported on instrumentation used in project evaluation, 14 of which indicated the use of commercially available instruments. The majority of these projects indicated general ability/intelligence tests, vocational skill measures, academic achievement tests, social skill scales, career interest inventories, and daily living skills scales as the primary means of gathering data on student/clients. Project developed interviews, surveys, and checklists were reported as used by one-half of the projects. The primary purposes of these project developed instruments were needs assessment and follow-up with student/client.

PROJECT OBJECTIVES

Twenty-four projects reported on project objectives under this competition. Objectives in the area of assessment/referral were indicated by 18 projects, with 10 projects involved with instrument development. Placement objectives were reported by 18 projects, with 15 projects involved in competitive or supported work placements. Placement in either postsecondary education or training settings was indicated as an objective by 11 projects. Eighteen projects reported objectives in the area of training/education, of which the majority indicated the provision of both vocational and nonvocational training. Thirteen projects are training or supporting students after job placement. Counseling objectives were reported by 14 projects, the majority providing both career exploration and specific student counseling. Nine projects indicated development of peer support groups as an objective. Program development objectives were reported by 20 projects, of which 19 indicated development/

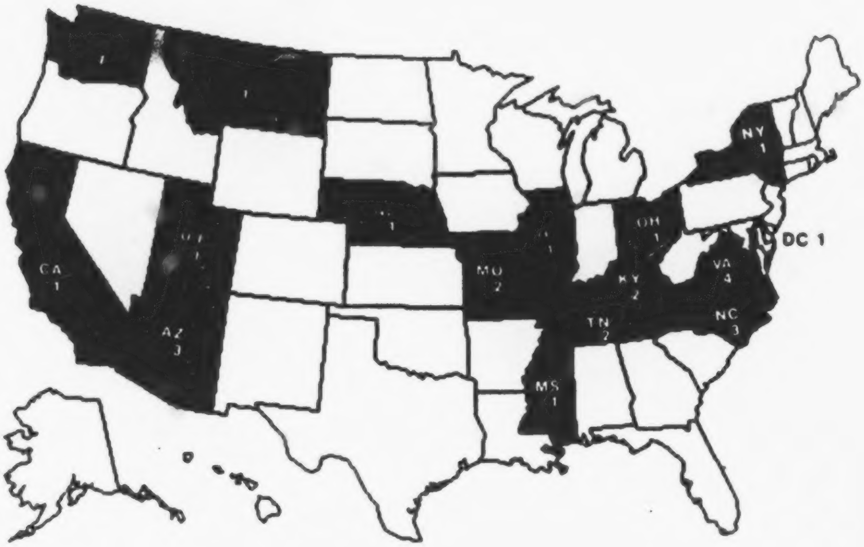
implementation of a service delivery model as an objective. Ten projects reported the development of a computerized management information system as an objective.

Objectives in the area of dissemination were reported by 20 projects, all specifying dissemination of information as an objective. Product development/dissemination was cited as an objective by 16 projects. Provision of technical assistance was an objective for 16 projects, and 17 projects indicated conducting conferences/seminars as an objective. Agency coordination in the form of network development among service providers is being practiced by all 24 reporting projects. Twenty-one projects are also involved in the development of interagency agreements. All 24 projects reported objectives related to manpower training. Research-related objectives were specified by 13 projects.

GEOGRAPHIC AREA SERVED

The 26 projects funded under this competition are located in 16 states with three in Arizona and North Carolina, two in Kentucky, Missouri, and Tennessee, and four in Washington (see Map below). Eight projects reported a statewide area being served while six projects serve major metropolitan areas. Four projects serve a county within their respective states, two of which include major metropolitan areas. Four projects provide services to more than one county. Two projects serve small towns (5,000-100,000), and two projects indicated rural areas as the unit being served. Nationwide services were reported by two projects.

LOCATION OF 84.158C PROJECTS



Project Title:
Project CCTM

Institute #134

Project Director:
Betsy Bounds

Competition 84.158C

Contact Person:
Betsy Bounds

Mailing Address:
Tucson Unified School District
1010 E. 10 Street
Tucson, AZ 85717-0400

Telephone:
(602) 882-2421

Project Start Date: 8/1/86
Project End Date: 7/31/89

Geographic Area Served:
Metropolitan area (100,000+) with public transportation

PROJECT PURPOSE

To improve pre-entry/pre-employment skills, to provide parents with transition information and support, to improve employer attitudes and number of job placements, to improve job success, and to increase mainstreaming into regular vocational education.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Development of a special education/vocational curriculum based on identified needs.
2. Development of parent resource packet.
3. Parent support group meetings.
4. Counseling for students needing career exploration or having difficulty in vocational education or job placement.
5. Development of employer information packet.
6. Conduct transition awareness day for parents and students to provide information about transition services.
7. Conduct inservice for vocational educators based on identified needs.
8. Interagency meetings and collaboration.

PRIMARY GRANTEE

Local education agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, community/junior college, university/four year college, JTPA service delivery area agent, community workshop, profit making agency, state vocational rehabilitation, state developmental disabilities, private non-profit agency, Association for Retarded Citizens, and Association for Learning Disabilities.

PROJECT PRODUCTS

Product	Date Available
Project brochure	6/88
Parent handbook	Currently available
Project developed instruments	Currently available
Videotape	8/88
Curricula	6/88
Journal articles	8/89
Employer information packet	6/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,000+

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 800

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe emotional disorder	130	15 - 22
Severe hearing impairment	49	15 - 22
Severe learning disability	160	15 - 22
Moderate mental retardation	160	15 - 22
Severe mental retardation	91	15 - 22
Profound mental retardation	5	15 - 22
Severe physical handicap	29	15 - 22
Severe visual impairment	3	15 - 22
Dropouts	5	16 - 22

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

200 parents, 20 agency personnel, 20 teachers, 30 business/industry personnel, and 10 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:
Employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:
Level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc.

On Program:
Program characteristics/demographics

Evaluation Approach(es):
System analysis

Personnel involved in evaluation activities:
Project director, project staff, and staff evaluator

Type of evaluation reporting and audience:
Executive summary for OSERS, Transition Institute, and advisory board.

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Social Skills: Locally developed instrument

Survival Skills: Street Survival Skills Questionnaire

Daily Living Skills: Locally developed instrument

Other: Project developed checklists and survey.

Project Title: Project MEAL: Model for Employment and Adult Living	Institute #51
Project Director: Dorothy Crawford	**Competition** 84.158C
Contact Person: Dorothy Crawford	**Mailing Address:** Research and Development Training Institutes P. O. Box 15112 Phoenix, AZ 85060
Telephone: (602) 254-0822	
Project Start Date: 10/1/85 **Project End Date:** 9/30/87	**Geographic Area Served:** Nationwide

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PROJECT PURPOSE

To develop a model which provides successful transition for persons with learning disabilities to optimal employment that is commensurate with their capabilities.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. To provide support services, job development and placement to at least 20 students.
2. To prepare and commence dissemination of the program model.
3. To implement housing and job banks.

PRIMARY GRANTEE

Residential education/rehabilitation facility and private non-profit agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, community/junior college, university/four year college, JTPA Service Delivery Area Agent, state vocational rehabilitation, and state education agency

PROJECT PRODUCTS

Product	Date Available
Brochure	9/87
Student handbook	9/87
Curricula	10/86

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 200

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 40

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate learning disability	6	17 - 20
Severe learning disability	34	17 - 20

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in training program, student/client follow-up status, student/client employment status, student/client outcome status

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training outcomes

On Program:
Program characteristics/demographics, program implementation level

Evaluation Approach(es):
Goal based

Personnel involved in evaluation activities:
3rd party evaluator

Type of evaluation reporting and audience:
Formal evaluation report for consumers, OSERS, advisory board, and State Division of Vocational Rehabilitation

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS-R

Special Aptitude Tests: Bennett, Crawford Small Parts Dexterity and Minnesota Spatial Relations Test

Vocational Skills: Valpar

Academic Achievement: Peabody Individual Achievement Test

Other: Learning Styles Inventory, CAPS, summative and formative evaluation questions developed specifically for the project.

Project Title:
Project SCORE

Project Director:
Duane Gagnon

Contact Person:
Duane Gagnon

Telephone:
(602) 772-9200 X45

Project Start Date: 8/15/86
Project End Date: 8/14/89

Institute #138

Competition 84.158C

Mailing Address:
Humboldt Unified School Dist.
Drawer A
Dewey, AZ 86327

Geographic Area Served:
Rural area

PROJECT PURPOSE

To develop, implement, evaluate and refine a cooperative transition model designed to provide vocational training options to mild, moderate, and severely handicapped students residing in the Humboldt Unified School District, thereby enabling them to make the transition from school to community.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Development of a Rural Interagency Council to oversee the transition project.
2. Development of vocational assessment procedures and devices.
3. Development of work experience program including employer surveys and training, student screening, job sites acquisition.
4. Development of vocational/career curriculum for special education program.

PRIMARY GRANTEE

Local education agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

JTPA service delivery area agent, state agency

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Curricula	Currently available
Journal articles	Currently available
Workshop presentations	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 200

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 144

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild emotional disorder	16	12 - 18
Mild hearing impairment	1	16 - 17
Mild learning disability	107	12 - 18
Mild mental retardation	4	15 - 19
Moderate mental retardation	4	15 - 19
Mild speech impairment	12	13 - 19

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

6 teachers and 3 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:
Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc.

On Program:
Program characteristics/demographics, program implementation level

Evaluation Approach(es):

System analysis and decision making

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, advisory board, and 3rd party evaluator

Type of evaluation reporting and audience:

Formal evaluation report for OSERS

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WISC-R and WAIS-R

Vocational Skills: VALPAR

Academic Achievement: Wide Range Achievement Test - R, Kaufman Test of Educational Achievement

Language Tests: Peabody Picture Vocabulary Test-R

Adaptive Behavior: AAMD Adaptive Behavior Scale

Career Interest Inventories: World of Work Inventory, WRIOT

Other: Project developed observations, checklists, rating scales, interview and survey

Project Title: Project LIVE	**Institute #40**
Project Director: Gerry Schwarzentraub	**Competition 84.158C**
Contact Person: Gerry Schwarzentraub	**Mailing Address:** Stockton Unified School Dist. 701 N. Madison Stockton, CA 95202
Telephone: (209) 944-4872	
Project Start Date: 10/1/85 **Project End Date:** 9/30/87	**Geographic Area Served:** Metropolitan area (100,000+) with public transportation

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PROJECT PURPOSE

To develop and implement a cooperative transitional services model that will prepare special education students for transition to employment and independent living.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Provide classroom and community-based training.
2. Place students in unsubsidized employment.
3. Prepare Project LIVE replication package.

PRIMARY GRANTEE

Local education agency, public secondary school

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 24

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 24

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate learning disability	2	18 - 22
Mild mental retardation	16	18 - 22
Moderate mental retardation	6	18 - 22

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

1 teacher and 3 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status

On Employers:
Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Program:
Program characteristics/demographics, program implementation level

Evaluation Approach(es):
Goal free and case study

Personnel involved in evaluation activities:
Project coordinator and project staff

Type of evaluation reporting and audience:
Formal evaluation report and brochure/pamphlet for consumers, OSERS, and Transition Institute.

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Special Aptitude Tests: Bennett Hand Tool Dexterity and Crawford Small Parts Dexterity

Vocational Skills: VALPAR

Academic Achievement: Brigance

Social Skills: Social and Prevocational Information Battery - T

Career Interest Inventories: Wide Range Interest Opinion Test and Pictorial Inventory of Careers

Daily Living Skills: Locally developed tests of shopping, cooking and cleaning skills

Dexterity/Manual Skills: Purdue Pegboard and Stromberg Dexterity Test

Other: Project developed data sheets for activities under instruction

Project Title: Developing Cooperative State Models for Planning and Developing Transition Services to Meet the Needs of Disabled Youth: An Interagency Approach	**Institute #52**
Project Director: Cynthia G. Brown	**Competition** 84.158C
Contact Person: Jane Kratovil	**Mailing Address:** CCSSO 400 N. Capitol St., N.W. Washington, DC 20001
Telephone: (202) 393-8159	
Project Start Date: 10/1/85 **Project End Date:** 9/30/87	**Geographic Area Served:** Nationwide

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PROJECT PURPOSE

To initiate and document five comprehensive state interagency models supportive of successful transition approaches and programs for disabled youth.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Development and implementation of workshop in Washington, DC for the 5 participating states.
2. Completion of individual state models.
3. Publication and dissemination of final report describing state models and identifying generic components for replication by other states.

PRIMARY GRANTEE

Private non-profit agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

State education agencies for Maine, New York, Montana, Idaho and Washington

PROJECT PRODUCTS

Product	Date Available
Newsletter	12/87
Replication manual	Fall, 1987

PROJECT PARTICIPANTS

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

30 agency personnel

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):
Goal based

Personnel involved in evaluation activities:
Project director and project staff

Type of evaluation reporting and audience:
Final Report for OSERS and state education agencies

Project Title:
Illinois Transition Project

Institute #137

Project Director:
Paul Bates
Carl Suter

Competition 84.158C

Contact Person:
Paul Bates

Telephone:
(618) 453-2311

Mailing Address:
Southern Illinois University
Department of Special Education
Carbondale, IL 62901

Project Start Date: 8/1/86
Project End Date: 7/31/89

Geographic Area Served:
State

PROJECT PURPOSE

To form a Transition Assistance Committee to develop policy recommendations for transition services development and systematic planning. Support Pilot Transition Projects in local school districts to collect Transition Needs data and conduct individualized transition planning.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Form a Transition Assistance Committee.
2. Support Pilot Transition Projects in local school districts.
3. Collect Transition Needs data.
4. Conduct individualized transition planning.

PRIMARY GRANTEE

State Governor's Planning Council on Developmental Disabilities

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, university/four year college, JTPA Service Delivery Area Agent, residential education/rehabilitation facility, community workshop, non-profit agency, and Association for Retarded Citizens

PROJECT PRODUCTS

Product	Date Available
Training manual	10/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,500

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client work experience background data, student/client follow-up status, student/client employment status, student/client outcome status

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training satisfaction with student/client participation, project activities, etc.

On Program:
Program characteristics/demographics

Evaluation Approach(es):
System analysis and goal based

Personnel involved in evaluation activities:
Project director, project coordinator and staff evaluator

Type of evaluation reporting and audience:
Formal evaluation report for consumers, OSERS, Advisory Board, and state agency

INSTRUMENTATION

Project developed Transition Needs Assessment and Follow-up Assessment Interview

Project Title:
Transition Improvement Planning:
Services for Youth with Handicaps

Project Director:
Michael Norman

Contact Person:
Michael Norman

Telephone:
(606) 257-1337

Project Start Date: 10/1/85
Project End Date: 9/30/87

Institute #48

Competition 84.158C

Mailing Address:
Human Development Institute
Porter Building
University of Kentucky
Lexington, KY 40506

Geographic Area Served:
State

PROJECT PURPOSE

To improve programs preparing youth with handicaps for transition from school age programs to community living and employment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Complete state model for transition services.
2. Develop training manuals and training program.
3. Field test training.
4. Complete project evaluation.

PRIMARY GRANTEE

University and State Department of Special Education

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Parent handbook	6/87
Training manual	6/87
Video tape	Currently available
Journal articles	Currently available
Training simulations	6/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,500

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

50 parents, 20 agency personnel, 20 business/industry personnel, 25 teachers, and 6 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, student/client demographics, student/client employment status, student/client outcome status

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training collaboration level

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):
System analysis, goal free, decision making, and professional review

Personnel involved in evaluation activities:
Project director and project staff

Type of evaluation reporting and audience:
Formal evaluation report, executive summary, and brochure/pamphlet for OSERS, advisory board, and State Department of Special Education

Project Title:
Project LEAF: Model Program of Leisure Education & Recreation to Facilitate Transition from School to Adult Living for Secondary School-Age Handicapped Youth

Institute #139

Project Director:
Richard F. Zachmeyer

Competition 84.158C

Contact Person:
Richard F. Zachmeyer

Mailing Address:
366 Waller Avenue, Suite 119
Lexington, KY 40504

Telephone:
(606) 278-4712

Project Start Date: 9/01/86
Project End Date: 8/30/89

Geographic Area Served:
County

PROJECT PURPOSE

To plan, implement, and evaluate a comprehensive community-based model program for recreation and leisure education to facilitate the transition from school to adult living for secondary school-age youth.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Planning and development of the program model.
2. Preliminary pilot testing of the program model with 12 students.
3. Development of accessibility and assessment guide for existing programs and resources in Fayette County.

PRIMARY GRANTEE

Private non-profit agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, city/county government, state vocational rehabilitation, 4-H and YMCA

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Parent handbook	12/87
Student handbook	12/87
Replication manual	1989

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 500 - 800

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 400-500

RELATED SERVICES COMPONENTS

Individuals receiving direct services (training) through project activities

Parents, agency personnel, business/industry personnel, teachers, project staff, and local politicians

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild behavioral disorders	4	15 - 21
Moderate behavioral disorders	3	15 - 21
Severe behavioral disorders	1	15 - 21
Mild brain damage	1	15 - 21
Mild cerebral palsy	6	15 - 21
Moderate cerebral palsy	5	15 - 21
Severe cerebral palsy	10	15 - 21
Profound cerebral palsy	1	15 - 21
Moderate epilepsy	1	15 - 21
Severe epilepsy	1	15 - 21
Mild health impairment	3	15 - 21
Moderate health impairment	2	15 - 21
Severe health impairment	7	15 - 21
Mild hearing impairment	1	15 - 21
Moderate hearing impairment	5	15 - 21
Severe hearing impairment	3	15 - 21
Profound hearing impairment	1	15 - 21
Mild learning disability	45	15 - 21
Moderate learning disability	86	15 - 21
Severe learning disability	10	15 - 21
Mild mental retardation	49	15 - 21
Moderate mental retardation	51	15 - 21
Severe mental retardation	22	15 - 21
Profound mental retardation	8	15 - 21
Mild physical handicap	12	15 - 21
Moderate physical handicap	11	15 - 21
Severe physical handicap	1	15 - 21
Profound physical handicap	5	15 - 21
Mild speech impairment	2	15 - 21
Moderate speech impairment	4	15 - 21
Severe speech impairment	2	15 - 21
Mild visual impairment	2	15 - 21
Moderate visual impairment	6	15 - 21
Severe visual impairment	5	15 - 21
Profound visual impairment	1	15 - 21
Mild multiple handicap	8	15 - 21
Moderate multiple handicap	11	15 - 21
Severe multiple handicap	2	15 - 21

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, assessment results for student/client, student/client integration into environment

Evaluation Approach(es):

Goal based

Personnel involved in evaluation activities:

Project director and project staff

Type of evaluation reporting and audience:

Formal evaluation report for consumers

Project Title:
Project HIRED: Handicapped Interagency
Rural Employment Development

Institute #136

Project Director:
Lindy McDaniel
Michael Peterson

Competition 84.158C

Contact Person:
Lindy McDaniel
Michael Peterson

Mailing Address:
Mississippi State University
Counselor Education
P. O. Drawer G.E.
Mississippi State, MS 39762

Telephone:
(601) 325-3426

Geographic Area Served:
Region within a state
including rural area

Project Start Date: 8/1/86
Project End Date: 7/31/89

PROJECT PURPOSE

To develop and implement an interagency model for transition from school to work in a poor, rural county of Mississippi; replication of the model in three additional Mississippi counties; and dissemination statewide and nationally.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Planning & Model Development: state and local planning seminar, interagency work groups that focus on specific concerns (i.e., work adjustment, community access).
2. Materials and manual development.
3. Local implementation: inservice training for cooperating agencies and employers, technical assitance, refinement of procedures and materials.

PRIMARY GRANTEE:

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, university, JTPA service delivery area agent, community education/rehabilitation facility, profit making agency, state vocational rehabilitation, state developmental disabilities, state mental health, and state education agency, private non-profit agency, Association for Retarded Citizens, parent advocacy center

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Training manual	Currently available
Journal articles	1988-89
Replication manual	1988-89

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 300

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

2 parents, 10 agency personnel, 11 teachers, and 3 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):
System analysis, goal based and decision making

Personnel involved in evaluation activities:
Project coordinator

Type of evaluation reporting and audience:
Formal evaluation report for OSERS

INSTRUMENTATION

Other: Project developed Pre/Post Availability Survey, Needs Assessment Survey, Parent and Student Satisfaction Survey and Process Evaluation Questionnaire

Project Title: Project STEEP Span	**Institute #42**
Project Director: James Caccamo	**Competition** 84.158C
Contact Person: Patrick McGinn	**Mailing Address:** Independence School District 14220 E. 35th Street Independence, MO 64055
Telephone: (816) 833-4417 (816) 833-3433	
Project Start Date: 10/1/85 **Project End Date:** 9/30/87	**Geographic Area Served:** Suburb of a metropolitan area

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PROJECT PURPOSE

To strengthen and coordinate education, training and related services that assist handicapped youth in the transition to competitive or supported employment, postsecondary education, vocational training, continuing education, or adult services. The project provides preparatory vocational training, job site development within the community, and needed transitional support services in the least restrictive environment. Provide vocational evaluation and training to handicapped youth to promote a successful transition from school to work. The service delivery model is one of direct intervention and training.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continue evaluation and training.
2. Continue job search.
3. Continue job coaching.
4. Develop dissemination activities.
5. Develop training manual for students.
6. Develop job bank booklet.

PRIMARY GRANTEE

Public secondary school and local education agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, private secondary school, local education agency, community/junior college, JTPA service delivery area agent, residential education/rehabilitation facility, community workshop, community education/rehabilitation facility, profit-making agency, city/county government, state agency, private non-profit agency, Association for Retarded Citizens, Association for Learning Disabilities, and hospital

PROJECT PRODUCTS

Product	Date Available
Brochure	No date indicated
Parent handbook	Currently available
Slide presentation	5/87
Journal articles	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 200

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild behavioral disorders	10	16 - 20
Moderate behavioral disorders	40	16 - 20
Moderate cerebral palsy	2	16 - 20
Moderate developmental disability	12	16 - 20
Moderate emotional disorder	2	16 - 20
Moderate epilepsy	2	16 - 20
Severe epilepsy	1	16 - 20
Severe health impairment	2	16 - 20
Moderate learning disability	32	16 - 20
Severe learning disability	12	16 - 20
Moderate mental retardation	2	16 - 20
Moderate physical handicap	1	16 - 20
Severe physical handicap	1	16 - 20

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

60 parents, 35 teachers, 43 agency personnel, 6 project staff, 26 business/industry personnel, and 7 administrators

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:

Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):

System analysis and case study

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, and staff evaluator

Type of evaluation reporting and audience:

Formal evaluation report for consumers, advisory board, and State Department of Education

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WISC-R and WAIS-R

Special Aptitude Tests: MESA

Vocational Skills: VALPAR, McCarron Dial, and MESA

Academic Achievement: Woodcock Johnson Psychoeducational Battery and Peabody Individual Achievement Test

Adaptive Behavior: AAMD Adaptive Behavior Scales and Vineland Social Maturity Scales

Social Skills: Street Survival Skills Questionnaire

Career Interest Inventories: Strong Campbell Interest Inventory

Survival Skills: Street Survival Skills Questionnaire

Daily Living Skills: McCarron Dial

Dexterity/Manual Skills: Stromberg Dexterity Test

Other: Project developed observation forms, checklists, rating scales, interviews and surveys

Project Title: Project PET	**Institute #39**
Project Director: Sue Ann Morrow	**Competition** 84.158C
Contact Person: Sue Ann Morrow	**Mailing Address:** EDGE, Inc. 210 W. Pierce Kirksville, MO 63501
Telephone: (816) 665-9465	
Project Start Date: 9/1/85 **Project End Date:** 8/30/87	**Geographic Area Served:** Rural region within state

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PROJECT PURPOSE

To develop and implement a model cooperative plan to insure the effective and timely transition of persons with developmental disabilities into the world of work. This plan will be developed by a planning committee consisting of adult service providers, parents, school personnel and employers and implemented through a Community Transition Center. In addition, recently graduated students, unemployed or underemployed, are provided vocational training utilizing the Supported Employment Model as well as related skill training.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Develop more employment opportunities.
2. Develop parent/teacher handbook.

PRIMARY GRANTEE

Private non-profit agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, university/four year college, JTPA service delivery area agent, community workshop, state vocational rehabilitation agency, state department of mental health, SSA, family services, employment security

PROJECT PRODUCTS

Product	Date Available
Brochure	9/86
Parent handbook	6/87
Teacher handbook	6/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 150-200

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 20

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate developmental disability	7	20 - 35
Moderate emotional disorder	1	18
Moderate mental retardation	9	20 - 35
Severe mental retardation	2	20 - 35
Moderate traumatic head injury	1	26

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

5 parents, 20 teachers, and 20 DMH personnel

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, student/client demographics, student/client work experience background data, assessment results for student/client, student/client follow-up status, student/client employment status

On Employers:
Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:
Postsecondary education/training demographics, level of direct service provided by project

Evaluation Approach(es):
System analysis

Personnel involved in evaluation activities:
Project director, project staff

Type of evaluation reporting and audience:
Formal evaluation report for OSERS, Transition Institute, and Project Planning Committee

INSTRUMENTATION

Instruments used in project evaluation activities
Project developed Employer Interview, Participant Time Log, and Employer Evaluation

Project Title: Great Falls Transition Project	Institute #130
Project Director: Stephen White	**Competition** 84.158C
Contact Person: Stephen White	**Mailing Address:** Great Falls VOTEC Center 2100 - 16th Avenue South Great Falls, MT 59405
Telephone: (406) 791-2281	
Project Start Date: 8/1/86 **Project End Date:** 7/31/89	**Geographic Area Served:** Small town (5,000 - 100,000) with city transportation

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PROJECT PURPOSE

To develop, implement, and validate a coordinated model of transitional services which enables disabled youth to access needed adult services and secure the least restrictive employment option available to them, regardless of disability.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Development of a long-range transitional planning process which serves disabled youth, ages 13 - 22, and extends for at least 24 months following graduation.
2. Development of a local model of interagency cooperation which provides disabled youth and adults a single contact point for securing adult services ranging from residential to postsecondary training.
3. Development of a coordinated, outcome-oriented vocational and career assessment process which reduces duplication of services.
4. Development of a high visibility, low-incidence supported employment model which shifts responsiblity for worksite supports from service providers to employers through a combination of training and support systems which are faded systematically.
5. Development of an evaluation model which examines changes within the entire transition process and client outcomes regarding attainment of least restrictive employment.

PRIMARY GRANTEE

Public secondary school and local education agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Private secondary school, community/junior college, JTPA service delivery area agent, community workshop, profit making agency, city/county government, state vocational rehabilitation, state developmental disabilities, state social security, state mental health, private non-profit agency, Association for Learning Disabilities, and hospital

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Training manual	6/87
Project developed instruments	Currently available
Journal articles	ongoing
Handbook for employers	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,500

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 300

DIRECT SERVICES

Handicapping Condition	No. Served*	Age Range
Mild behavioral disorder	1	12 - 24
Moderate behavioral disorder	2	12 - 24
Mild brain damage	1	12 - 24
Severe cerebral palsy	1	12 - 24
Moderate chronic mental illness	1	12 - 24
Mild communication disorder	3	12 - 24
Mild developmental disability	3	12 - 24
Moderate developmental disability	6	12 - 24
Severe developmental disability	3	12 - 24
Mild emotional disorder	2	12 - 24
Mild hearing impairment	1	12 - 24
Moderate hearing impairment	1	12 - 24
Severe hearing impairment	1	12 - 24
Mild learning disability	11	12 - 24
Moderate learning disability	5	12 - 24
Severe learning disability	3	12 - 24
Mild mental retardation	3	12 - 24
Moderate mental retardation	6	12 - 24
Severe mental retardation	3	12 - 24
Mild physical handicap	1	12 - 24
Severe physical handicap	1	12 - 24
Mild speech impairment	1	12 - 24
Moderate speech impairment	2	12 - 24
Severe speech impairment	3	12 - 24
Profound speech impairment	2	12 - 24
Severe visual impairment	2	12 - 24
Dropouts	1	12 - 24
Economically disadvantaged	16	12 - 24
Minority youth	3	12 - 24

(* indicates first year field test count only)

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

30 agency personnel, 60 business/industry personnel, 50 teachers, 3 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number receiving direct services, student/client demographics, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., reason for working with project

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:
Program characteristics/demographics, program implementation level, program replication

Evaluation Approach(es):
System analysis and case study

Personnel involved in evaluation activities:
Project director, project staff, and staff evaluator

Type of evaluation reporting and audience:
Formal evaluation report for consumers, OSERS, Transition Institute, Office of Public Instruction, state vocational rehabilitation, state developmental disabilities, Montana Employment Project, Montana Supported Employment Demonstration Project

INSTRUMENTATION

Instruments used in project evaluation activities
Project developed behavior checklist, index of least restrictive employment rating scale, employer rating scale, exit interview, employer interview, parent survey, agency survey, and satisfaction surveys

Project Title:
A Planning Model for the Development of Intersector Agreements and Transitional Services

Institute #37

Project Director:
Barb Elliott

Competition 84.158C

Contact Person:
Barb Elliott

Telephone:
(402) 463-5611

Mailing Address:
Educational Service Unit #9
P. O. Box 2047
Hastings, NE 68901

Project Start Date: 10/1/85
Project End Date: 9/31/87

Geographic Area Served:
Rural region within a state

PROJECT PURPOSE

To improve employment outcomes for handicapped rural high school students that are currently characterized by high unemployment rates, low wages, and dependent post-evaluation living arrangements. To develop an interagency joint working group at the local level to improve the transition from school to work and to establish supported employment options which are community and interagency supported.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Planning and developing intersector agreements.
2. Continue implementation of individualized transition plan process.
3. Develop operational plan for intersection agreements, familiarizing state-level agency heads with intersection agreement cooperative planning model.

PRIMARY GRANTEE

Intermediate agency serving local education agencies on contractual basis

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, private secondary school, local education agency, community/junior college, university/four year college, JTPA service delivery area agent, community workshop, profit making agency, state agency, and private non-profit agency

PROJECT PRODUCTS

Product	Date Available
Parent handbook	9/87
Training manual	9/87
Journal articles	9/87
Replication manual	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 450

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 450

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Parents, agency personnel, business/industry personnel, teachers, and project staff

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild behavioral disorders	5	15 - 21
Moderate behavioral disorders	14	15 - 21
Severe behavioral disorders	3	15 - 21
Severe hearing impairment	2	15 - 21
Mild learning disability	49	15 - 21
Moderate learning disability	100	15 - 21
Severe learning disability	2	15 - 21
Mild mental retardation	24	15 - 21
Moderate mental retardation	8	15 - 21
Severe mental retardation	18	15 - 21
Profound mental retardation	2	15 - 21
Moderate speech impairment	2	15 - 21
Severe multiple handicap	1	15 - 21

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client follow-up status, student/client employment status, living arrangement post-graduation status

On Employers:

Employer characteristics/demographics

On Program:

Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):

System analysis

Personnel involved in evaluation activities:

3rd party evaluator

Type of evaluation reporting and audience:

Formal evaluation report for consumers, OSERS, Transition Institute, advisory board and state education agency

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS-R and WISC-R

Vocational Skills: name of instrument not indicated

Career Interest Inventories: name of instrument not indicated

Daily Living Skills: name of instrument not indicated

Other: Locally developed competency checklist and parent-student survey, Vocational Rehabilitation and Transition Monitoring forms

Project Title:
Assisting Learning Disabled Students Transition to Postsecondary Programs through Cooperative Planning at the Secondary Level

Institute #46

Project Director:
Lawrence Gloeckler

Competition 84.158C

Contact Person:
Lawrence Gloeckler

Telephone:
(518) 474-5548

Mailing Address:
Assistant Commissioner
NY State Dept. of Education
Room 1073 EBA
Albany, NY 12234

Project Start Date: 10/1/85
Project End Date: 9/30/87

Geographic Area Served:
State

PROJECT PURPOSE

To develop a model for assisting LD students make a successful transition from secondary school to postsecondary education.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Implement model activities.
2. Establish procedures for ongoing data collection.
3. Provide instruction on study skills to students.
4. Collect and analyze data.
5. Evaluate data and write final report.

PRIMARY GRANTEE

State education agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, community/junior college and regional office of vocational rehabilitation.

PROJECT PRODUCTS

Product	Date Available
Cooperative Model	9/86
Final Report	10/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 25

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild learning disability	15	17 - 18
Moderate learning disability	10	17 - 18

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

30 parents, 10 agency personnel, 100 teachers, 2 project staff, and 20 related staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, number receiving direct services, student/client demographics, student/client educational background data, student/client progress in educational program, student/client follow-up status, student/client outcome status

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project.

On Program:

Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):

Goal based

Personnel involved in evaluation activities:

Project coordinator, advisory board and 3rd party evaluator

Type of evaluation reporting and audience:

Formal evaluation report for OSERS, Transition Institute, advisory board, state education agency, and project participants.

INSTRUMENTATION

Locally developed community college data sheet; parent information sheet, student data sheet; student's reaction rating scale; needs assessment survey; and counselor and teacher contacts.

Project Title:
Planning and Developing Cooperative Models of Transitional Services for North Carolina's Handicapped Youth

Project Director:
E. Lowell Harris

Contact Person:
Susan Gurganus

Telephone:
(919) 733-3004

Project Start Date: 10/1/85
Project End Date: 9/30/87

Institute #43

Competition 84.158C

Mailing Address:
Division of Exceptional Children
NC Dept. of Public Instruction
Education Building
Raleigh, NC 27603-1712

Geographic Area Served:
State

PROJECT PURPOSE

To effect statewide improvement in services for handicapped youth by assisting local education and human service organizers to cooperatively plan the transitional and adult services needed by handicapped youth.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Fund second group of eight local planning mini-grants.
2. Publication/dissemination of documents:
   Model Plan for Transition, Ideas That Work in North Carolina: Transition, Training Modules.
3. Continue regional and local workshops.

PRIMARY GRANTEE

State Department of Public Instruction

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Local education agency, community/junior college, university/four year college, JTPA service delivery area agent, other state agencies, and Association for Retarded Citizens

PROJECT PRODUCTS

Product	Date Available
Training Manual	5/87
Videotape	6/87
Journal articles	not indicated

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 500+

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

11 parents, 68 agency personnel, 6 business/industry personnel, and 171 teachers

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number receiving direct services

On Program:
Program characteristics/demographics

Evaluation Approach(es):
System analysis, goal free, and professional review

Personnel involved in evaluation activities:
Project director, project coordinator, project staff, advisory board, 3rd party evaluator and project supervisor

Type of evaluation reporting and audience:
Formal evaluation report for OSERS, Transition Institute, advisory board, and state agencies

Project Title:
Experiential Prevocational
Planning Project

Institute #47

Project Director:
Kay Holjes

Competition 84.158C

Contact Person:
Debbie Nay

Telephone:
(919) 790-0125

Mailing Address:
Employment Opportunities, Inc.
4021 Livingstone Place
Raleigh, NC 27707

Project Start Date: 9/85
Project End Date: 9/87

Geographic Area Served:
County including a metropolitan area (100,000+) with public transportation

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PROJECT PURPOSE

To provide the opportunity for students with disabilities to experience and learn about the local job market, job seeking skills, and relatedness of avocational planning in order to smooth the transition from school to work.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Implement scheduled weekly interagency meetings with teachers, Vocational Rehabilitation, MR/DD staff.
2. Distribute post-project assessments to teachers and businesses.
3. Increase project services to students to semester-long services rather than 9 weeks.
4. Compile list of businesses interested in working with public schools.

PRIMARY GRANTEE

Private non-profit agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, North Carolina Division of Vocational Rehabilitation, Wake County Mental Retardation/Developmental Disabilities Services, Association for Retarded Citizens (Wake Transition Services Center)

PROJECT PRODUCTS

Product	Date Available
Brochure	3/87
Slide presentation with workshop handouts	10/86
Community Resources Manual	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 140

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 36

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild autism	1	19 - 22
Moderate autism	2	19 - 22
Severe autism	3	19 - 22
Mild mental retardation	3	18 - 22
Moderate mental retardation	17	18 - 22
Severe mental retardation	7	18 - 22
Profound mental retardation	2	18 - 22

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

80 parents, 175 teachers, 75+ agency personnel, 135 business/industry personnel, and 5 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:
Employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training outcomes

On Program:
Program characteristics/demographics, program replication.

Evaluation Approach(es):
Professional review

Personnel involved in evaluation activities:
Project director, project coordinator, and 3rd party evaluator

Type of evaluation reporting and audience:
Formal evaluation report for OSERS, Transition Institute, advisory board and State agencies (DPI, DVR, DD, Mental Health). Executive summary for consumers, local schools, local rehabilitation centers, TASH national meeting, state professional meetings, and synopsis for press.

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS-R, Stanford-Binet

Academic Achievement: G-TAP, WRAT-R

Adaptive Behavior: Vineland Adaptive Behavior Scales or AAMD Adaptive Behavior Scales

Other: Functional Assessment Inventory

Project Title:
Competitive Employment Through
Vocational Experience

Institute #41

Project Director:
David W. Test

Competition 84.158C

Contact Person:
David W. Test

Mailing Address:
Department of Curriculum &
Instruction
University of North Carolina
Charlotte, NC 28223

Telephone:
(704) 547-4487

Project Start Date: 10/1/85
Project End Date: 9/30/87

Geographic Area Served:
Metropolitan area (100,00+)
with public transportation

PROJECT PURPOSE

To provide handicapped secondary students with competitive and volunteer work opportunities to compensate for the lack of work experience prior to graduation as well as provide each student with specific guidance in seeking employment through a written transition model.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Implementation of job counseling services with 12 - 15 students.
2. Conduct parent/community seminars.
3. Implement transition plans for all graduating SED students.
4. Follow-up on last year's graduates.
5. Collect social skills data.
6. Conduct implementation study.
7. Produce final products.
8. Disseminate at national conference.

PRIMARY GRANTEE:

University/four year college, public secondary school, local education agency, and profit making agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Community/junior college, JTPA service delivery area agent, community workshop, community education/rehabilitation facility, state agency, and Association for Retarded Citizens

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Parent handbook	10/87
Training manual	10/87
Slide presentation	Currently available
Videotape	6/87
Journal articles	Fall, 1987
Replication manual	10/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 75

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 25

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe learning disability	3	17 - 19
Mild mental retardation	1	17 - 20
Moderate mental retardation	16	17 - 20
Moderate physical handicap	5	17 - 19
Moderate traumatic head injury	1	19

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

15 parents, 10 business/industry personnel, 5 teachers, and 2 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:

Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Program:

Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):

System analysis

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, and graduate research assistant

Type of evaluation reporting and audience:

Formal evaluation report and brochure/pamphlet for consumers, OSERS, advisory board, State Department of Public Instruction, and State Vocational Rehabilitation

INSTRUMENTATION

Project developed Assessment of Independent Living Skills Checklist

Project Title:
A Community Based Network to Assist Handicapped Youths' Transition from School to Work: A Four Part Model

Project Director:
Lawrence Dennis

Contact Person:
Lawrence Dennis

Telephone:
(614) 466-5718

Project Start Date: 9/1/86
Project End Date: 8/31/89

Institute #132

Competition 84.158C

Mailing Address:
Ohio Department of Education
Vocational Special Education
Division of Vocational &
Career Education
Rm. 901, 65 S. Front Street
Columbus, OH 43266-0308

Geographic Area Served:
State

PROJECT PURPOSE

To develop an effective and permanent four-part model that will develop: local interagency cooperative agreements, individualized transition plans as a component of the individualized education plans, inservice training for parents, school personnel and support agency staff and a Project With Industry component.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Implement and field test the Transition Model in one Special Education Regional Resource Center.

PRIMARY GRANTEE

State education agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Community workshop, state MR/DD, private non-profit agency and regional education centers

PROJECT PRODUCTS

Product	Date Available
Brochure	no date indicated
Training manual	1989
Journal articles	1989
Resource guide of support agencies	no date indicated

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 5,525

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Parents, agency personnel, business/industry personnel, and teachers

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On Employers:

Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

On Program:
Program characteristics/demographics

Evaluation Approach(es):
Decision making

Personnel involved in evaluation activities:
Project director and 3rd party evaluator

Type of evaluation reporting and audience:
Formal evaluation report for OSERS

INSTRUMENTATION

Project developed Inservice Evaluation Rating Scales, and Community Agencies Survey

NOTE: Project Profile generated by Technical Assistance Program staff from grant application.

Project Title: Transition Employment Program	Institute #38
Project Director: Terence W. Adams	Competition 84.158C
Contact Person: Terence W. Adams	**Mailing Address:** Genesis Learning Center 477 McMurray Drive Nashville, TN 37211
Telephone: (615) 832-4222	
Project Start Date: 10/1/85 **Project End Date:** 9/30/87	**Geographic Area Served:** Metropolitan area (100,00+) with public transportation

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PROJECT PURPOSE

To develop and disseminate a national model for transition of developmentally disabled handicapped youth, who are exiting school for the first time and entering the adult community, with an emphasis on employment and extended job placement.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Completion of Client Curriculum Manual.
2. Completion of Job Partner Training Manual.
3. Placement and transition of 50 - 60 clients into competitive employment.
4. Implementation of computer tracking system.
5. Training of 20 job partners.

PRIMARY GRANTEE:

Private non-profit agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, community workshop, community education/rehabilitation facility, state vocational rehabilitation agency, Association for Retarded Citizens

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Student handbook	Currently available
Training manual	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 75

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 75

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild cerebral palsy	6	16 - 22
Mild developmental disability	13	16 - 22
Moderate emotional disorder	7	16 - 22
Severe learning disability	12	16 - 22
Mild/moderate mental retardation	27	16 - 22
Moderate physical handicap	7	16 - 22
Moderate spinal cord injury	3	16 - 22

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

30 agency personnel, 40 business/industry personnel, and 4 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, assessment results for student/client, student/client progress in training program, student/client follow-up status, student/client employment status

On Employers:

Employer characteristics/demographics, employer satisfaction with student/client, project activities, etc.

Evaluation Approach(es):

System analysis, goal based

Personnel involved in evaluation activities:

Project director, project staff, 3rd party evaluator

Type of evaluation reporting and audience:

Formal evaluation report and executive summary for consumers and OSERS

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS and WISC

Academic Achievement: Wide Range Achievement Test

Adaptive Behavior: AAMD Adaptive Behavior Scales

Social Skills: Genesis TEP Curriculum

Career Interest Inventories: Becker

Daily Living Skills: Genesis TEP Curriculum

Other: Project developed observations, checklists, and interviews for use with Genesis TEP Curriculum

Project Title: Tennessee Transition Model	**Institute #135**
Project Director: Carolyn Meredith-Henderson	**Competition** 84.158C
Contact Person: Carolyn Meredith-Henderson	**Mailing Address:** 483 River Parkway Suite 2 Sevierville, TN 37862
Telephone: (615) 453-1671	
Project Start Date: 9/1/86 **Project End Date:** 8/31/89	**Geographic Area Served:** State including rural areas

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PROJECT PURPOSE

To assist in the development of a statewide system of transition services by participation in interagency planning at the state and local levels and by demonstration of a transition model in a rural area.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Conduct follow-up study of special education students exiting 1979-89.
2. Revise secondary special education curriculum.
3. Develop postsecondary curriculum and home training program.
4. Establish facilities for Basic Life Skills.
5. Develop individualized recreation program.
6. Computerize database.

PRIMARY GRANTEE

Private non-profit agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Local education agency, community/junior college, university/four year college, JTPA service delivery area agent, community workshop, research institute, city/county government, state vocational rehabilitation, state department of education, state developmental disabilities, state social security, state job service, and Association for Retarded Citizens

PROJECT PRODUCTS

Product	Date Available
Brochure	9/87
Newsletter	Currently available
Video tape	9/87
Curricula	Currently available
Transition manual	8/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 425

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 425

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
*	425	16+

(* Indicates various handicapping conditions that reflect all present or former special education students in Sevier County Schools)

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

200 parents

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:
Program characteristics/demographics, program implementation level

Evaluation Approach(es):
Goal based

Personnel involved in evaluation activities:
3rd party evaluator

Type of evaluation reporting and audience:
Formal evaluation report for OSERS

INSTRUMENTATION

Project developed Inservice Evaluation Forms and Monitoring Charts and locally developed State of Tennessee Community Skills Profile (CSP) for the areas of Adaptive Behavior, Social Skills, Survival Skills and Daily Living Skills

Project Title:
Utah Transition Planning and
Employment Project

Institute #36

Project Director:
Susan S. Behle

Competition 84.158C

Contact Person:
Pat Sanchez

Telephone:
(801) 533-7146

Mailing Address:
Utah Dept. of Social Services
DSH
150 W. North Temple, 2 Floor
Salt Lake City, UT 84109

Project Start Date: 9/1/85
Project End Date: 9/30/87

Geographic Area Served:
State

PROJECT PURPOSE

To facilitate the transition of students with severe handicaps from high school to adult services and community-based employment alternatives.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Implementation of Transition Planning Process statewide.
2. Implementation of transition training materials.
3. Writing final report.
4. Providing technical assistance statewide.

PRIMARY GRANTEE

State agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, private secondary school, local education agency, community/junior college, university, JTPA service delivery area agent, residential education/rehabilitation facility

PROJECT PRODUCTS

Product	Date Available
Brochure	6/87
Parent handbook	6/87
Student handbook	6/87
Training manual	6/87
Project developed instruments	no date indicated
Journal articles	5/86

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 70

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Cerebral palsy	*	17 - 21
Communication disorder	*	17 - 21
Developmental disability	*	17 - 21
Mental retardation	*	17 - 21
Physical handicap	*	17 - 21
Speech impairment	*	17 - 21

(* no numbers indicated)

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

100 parents, 100 teachers, 20 business/industry personnel, and 20 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:
Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:
Program characteristics/demographics, program implementation level, program replication

Evaluation Approach(es):

System analysis, goal based, decision making, professional review, case study

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, advisory board, 3rd party evaluator, staff evaluator

Type of evaluation reporting and audience:

Formal evaluation report and brochure/pamphlet for consumers, OSERS, State DSH, State Department of Special Education, and State Rehabilitation Department

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General ability/intelligence tests, University of Utah vocational tests, adaptive behavior, social skills, and career interest inventories are being used.

Other: Project developed parent pre- and post- tests, evaluation and implementation checklists, rating scales, interview list, and parent orientation survey

Project Title: Project PACT: Partnerships in Action for Community Transition	**Institute #133**
Project Director: Dorsey Hiltenbrand	**Competition** 84.158C
Contact Person: Dorsey Hiltenbrand **Telephone:** (703) 876-5223	**Mailing Address:** Department of Student Services and Special Education Devonshire Center 2831 Graham Road Falls Church, VA 22042
Project Start Date: 10/1/86 **Project End Date:** 9/30/89	**Geographic Area Served:** County including metropolitan area (100,000+) with public transportation

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PROJECT PURPOSE

To design and implement an integrated service system model to enhance transition for youth with handicaps to work and adult living. Project PACT will focus on the design of a cooperative agreement and implementation plan to provide a continuum of services. This will include the linkage of educational agencies, adult services, rehabilitation, mental health, advocacy organizations, and the employment sector.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Develop a multi-agency cooperative agreement and implementation plan that delineates objectives, roles and responsibilities.
2. Utilize the vocational planning guides for handicapped students, 7-12th grades, to incorporate input from school and community personnel in the assessment of and individual planning for transitional services (to include vocational and support services).
3. Jointly develop and implement a curriculum that defines and incorporates the range of skills necessary for participation in work and adult life.
4. Plan and implement a series of informational seminars and workshops for parents on transitional/post secondary services and resources for handicapped students.
5. Plan and implement a collaborative inservice training model for school and agency personnel.
6. Develop and implement a comprehensive evaluation plan to document project achievements.
7. Design and disseminate a brochure which identifies all members of this cooperative effort, outlines the role of each agency, and provides a point of contact for each agency.
8. Disseminate project information to agencies and systems involved in transitional service delivery.

PRIMARY GRANTEE

Local education agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

State vocational rehabilitation and state community services board

PROJECT PRODUCTS

Product	Date Available
Brochure	9/87
Parent handbook	6/89
Training manual	9/88
Curricula	10/87
Journal articles	2/88
Replication manual	6/89
Summary report	annual

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,250

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 200*

DIRECT SERVICES

Handicapping Condition	No. Served*	Age Range
Mild emotional disorder	5	17 - 21
Moderate emotional disorder	10	17 - 21
Severe emotional disorder	5	17 - 21
Moderate learning disability	50	17 - 21
Severe learning disability	40	17 - 21
Mild mental retardation	35	17 - 21
Moderate mental retardation	25	17 - 21
Severe mental retardation	10	17 - 21
Mild physical handicap	5	17 - 21
Moderate physical handicap	5	17 - 21
Severe physical handicap	5	17 - 21

(* indicates participation in the curriculum component only)

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

400 parents, 30 agency personnel, 20 business/industry personnel, 200 teachers, and 100 guidance counselors

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, student/client integration into environment, student/client follow-up status, student/client employment status

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):
System analysis, goal based, decision making, and professional review

Personnel involved in evaluation activities:
Project director, project coordinator, staff evaluator, vocational rehabilitation agency representative and Community Services Board representative

Type of evaluation reporting and audience:
Formal evaluation report, brochure/pamphlet, and follow-up survey of graduates for consumers, OSERS, Transition Institute, advisory board, vocational rehabilitation, and Community Services Board

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Social Skills: Locally developed Social Skills Inventory related to transitional curriculum

Other: Project developed survey interview for graduate follow-up and Needs Assessment; Training Needs for Agency Personnel and Parents

Project Title:
Project STEER

Institute #45

Project Director:
Mary Kelvin

Competition 84.158C

Contact Person:
Mary Kelvin

Telephone:
(804) 264-3157

Mailing Address:
Virginia Department for the
Visually Handicapped
Education Services
397 Azalea Avenue
Richmond, VA 23227

Project Start Date: 10/1/85
Project End Date: 9/30/87

Geographic Area Served:
State

PROJECT PURPOSE

To develop cooperative model programs in Virginia that will facilitate effective integration of visually impaired students into vocational education programs and ultimately into competitive employment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. LEA Agreement.
2. Transitional expansion and Policy and Procedure Development.
3. Increase direct service population and modify vocational programs and curriculums.

PRIMARY GRANTEE

State Department of Rehabilitation Services

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, state vocational rehabilitation, and state department of education

PROJECT PRODUCTS

Product	Date Available
Training manual	9/30/87
Monographs	9/30/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 60

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 60

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe visual impairment	60	14 - 21

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

150 vocational education teachers/special educators, and 110 agency personnel

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Program:

Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):

Goal based and case study

Personnel involved in evaluation activities:

Project director

Type of evaluation reporting and audience:

Formal evaluation report for OSERS

INSTRUMENTATION

Evaluations are conducted by agency personnel in the local education area.

Project Title:
Project VAST

Institute #131

Project Director:
Patricia D. Poplin

Competition 84.158C

Contact Person:
Ray Graesser

Telephone:
(804) 225-2880

Mailing Address:
Virginia Dept. of Education
P. O. Box 6Q
Richmond, VA 23216-2060

Project Start Date: 10/1/86
Project End Date: 9/30/89

Geographic Area Served:
State

PROJECT PURPOSE

To develop a model at state and local levels which insures students with disabilities in Virginia will receive transition services focusing on career preparation, employment, independence and successful life adjustment through a formal organized case management system. The service delivery model involves ten state agencies and a computerized transition information system.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Set up state task force and develop interagency transition procedures.
2. Set up pilot sites (4) to evaluate the transition procedures.
3. Develop project handbook and training materials.
4. Set up computerized transition information system (client tracking and resource).

PRIMARY GRANTEE:

State education agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, community/junior college, university/four year college, JTPA service delivery area agent, residential education/rehabilitation facility, community workshop, and community education/rehabilitation facility

PROJECT PRODUCTS

Product	Date Available
Brochure	4/87
Training manual	6/87
Slide presentation	6/87
Replication manual	6/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 240

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 240

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities

Agency personnel, teachers, project staff

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild/moderate autism	2	16 - 22
Severe/profound autism	2	16 - 22
Mild/moderate behavioral disorder	7	16 - 22
Severe/profound behavioral disorder	3	16 - 22
Mild/moderate brain damage	5	16 - 22
Severe/profound brain damage	4	16 - 22
Mild/moderate cerebral palsy	6	16 - 22
Severe/profound cerebral palsy	6	16 - 22
Mild/moderate chronic mental illness	8	16 - 22
Severe/profound chronic mental illness	8	16 - 22
Mild communication disorder	4	16 - 22
Moderate communication disorder	4	16 - 22
Severe/profound communication disorder	8	16 - 22
Developmental disability	100	16 - 22
Mild emotional disorder	6	16 - 22
Moderate emotional disorder	6	16 - 22
Severe/profound emotional disorder	5	16 - 22
Mild epilepsy	10	16 - 22
Severe epilepsy	10	16 - 22
Mild health impairment	10	16 - 22
Severe health impairment	10	16 - 22
Mild hearing impairment	10	16 - 22
Severe hearing impairment	10	16 - 22
Mild learning disability	40	16 - 22
Severe learning disability	40	16 - 22
Mild mental retardation	40	16 - 22
Severe mental retardation	40	16 - 22
Mild physical handicap	10	16 - 22
Severe/profound physical handicap	20	16 - 22
Mild speech impairment	5	16 - 22
Moderate speech impairment	5	16 - 22
Severe/profound speech impairment	5	16 - 22
Mild spinal cord injury	5	16 - 22
Moderate spinal cord injury	5	16 - 22
Severe/profound spinal cord injury	10	16 - 22
Mild traumatic head injury	3	16 - 22
Severe traumatic head injury	10	16 - 22
Mild visual impairment	10	16 - 22
Severe visual impairment	10	16 - 22
Dropouts	15	16 - 22
Economically disadvantaged	30	16 - 22
Minority youth	120	16 - 22
Substance abuse	4	16 - 22

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:

Employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):
System analysis, goal based, and professional review

Personnel involved in evaluation activities:
Project director, project coordinator, project staff, advisory board, 3rd party evaulator, task force

Type of evaluation reporting and audience:
Formal evaluation report and executive summary for consumers, OSERS, Transition Institute, advisory board, state agency, task force

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS-R and WISC-R

Other: Special Aptitude Tests, Vocational Skills, Academic Achievement, Language Tests; Social Skills; Career Interest Inventories; Survival Skills; Daily Living Skills; Dexterity/Manual Skills; and Vocational Adaptive Rating Scale

Project Title:
Cooperative Model for Planning and Developing Transitional Services for Handicapped Youth

Institute #44

Project Director:
A. Geneva Quarles

Competition 84.158C

Contact Person:
Kathleen K. May

Mailing Address:
Children's Hospital
2924 Brook Road
Richmond, VA 23220

Telephone:
(804) 321-7474

Project Start Date: 10/1/85
Project End Date: 9/30/87

Geographic Area Served:
Region within a state

PROJECT PURPOSE

To develop a cooperative model for providing vocationally-oriented rehabilitation and education services to youth with severe physical disabilities ages 14 - 22.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Inservice for school counselors, school teachers, and DRS personnel.
2. Finalize development of curriculum.
3. Establish a career exploration video library.
4. Conduct monthly group sessions to enhance job seeking skills, daily living skills, social skills and academic skills.
5. Arrange career exploration visits with employers for grant participants.
6. Implement use of McCarron Dial Evaluation System.
7. Coordinate curriculum and courses of grant participants with the various schools.

PRIMARY GRANTEE

Hospital

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, private secondary school, and State Department of Rehabilitative Services.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Slide presentation	Currently available
Curricula	6/87
Career Exploration Library	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 64

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 22

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

40 parents, 25 agency personnel, 45 teachers, and 19 grant participants

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate cerebral palsy	3	14 - 18
Moderate spinal cord injury	3	15 - 18
Moderate traumatic head injury	1	16 - 18
Severe traumatic head injury	3	16 - 18
Severe cardiac disorder	2	14 - 16
Polyarticular Juv. Arthritis	3	14 - 18
Muscular Dysthrophy	1	15
Osteogenesis Impairment	1	14
Aneurysm	1	16
Spina Bifida	4	14 - 19

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in educational program, student/client integration into environment, student/client follow-up status

On Program:

Program characteristics/demographics, program implementation level

Evaluation Approach(es):

System analysis and professional review

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, 3rd party evaluator, Department of Rehabilitative Services supervisor, and principal investigator

Type of evaluation reporting and audience:

Executive summary for advisory board, State Department of Rehabilitative Services, and project personnel

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS-R and WISC-R

Special Aptitude Tests: General Aptitude Test Battery, Personnel Research Test Battery, Munsel Color Hue, SRA, PIAT, Cosmetology Aptitude, Computer Operator and Programmer Aptitude, and G.E.D. Pretest

Vocational Skills: VALPAR, JEVS, MESA, and Apticom

Academic Achievement: Wide Range Achievement Test, PRA, Learning Style Assessment, SRA Batteries, ABLE, California Achievement Test

Language Tests: Peabody Picture Vocabulary Test, and various language tests

Career Interest Inventories: Wide Range Interest Opinion Test, VALSEARCH, Va VIEW, GATD Interest Inventory

Daily Living Skills: VALPAR

Dexterity/Manual Skills: VALPAR, JEVS, MESA, GATB, and Apticom

Other: Project developed behavioral observation forms, job seeking skills assessment

Project Title:
Cooperating Models for Planning and Developing Services for Mildly Handicapped Individuals

Institute #50

Project Director:
Mike Taylor
Carol Richardson

Competition 84.158C

Contact Person:
Mike Taylor
Carol Richardson

Mailing Address:
Organizational Architects, Inc.
100 West First Street
Aberdeen, WA 98520

Telephone:
(206) 533-4387

Project Start Date: 10/1/85
Project End Date: 9/30/87

Geographic Area Served:
Rural area

PROJECT PURPOSE

To design and implement a program which aims to provide transition services from school to work for handicapped youth in rural areas.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Implementation of community college program including post school education, training, work, and private sector involvement for the handicapped youth.
2. Strengthen planning procedures for the transition from public education to post school opportunities.
3. Implement contingency support system for students outside the community college environment.
4. Evaluation of project process and content.

PRIMARY GRANTEE

Profit making agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, community/junior college, JTPA service delivery area agent, residential education/rehabilitation facility, community workshop, research institute, city/county government, state agency, private non-profit agency, Association for Retarded Citizens, Association for Learning Disabilities.

PROJECT PRODUCTS

Product	Date Available
Parent handbook	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 60

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 60

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate behavioral disorders	2	17 - 28
Moderate developmental disability	2	19 - 30
Mild learning disability	3	18 - 26
Moderate learning disability	8	18 - 26
Severe learning disability	1	18 - 26
Mild mental retardation	2	20 - 23
Severe speech impairment	1	19

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

10 teachers, 3 project staff, and business/industry personnel

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, student/client progress in training program, student/client progress in educational program, student/client employment status

On Employers:
Employer characteristics/demographics, employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:
Postsecondary education/training demographics

On Program:
Program characteristics/demographics

Evaluation Approach(es):
System analysis

Personnel involved in evaluation activities:
3rd party evaluator

Type of evaluation reporting and audience:
Formal evaluation report for OSERS, Transition Institute, advisory board, State Superintendent of Public Instruction, and State College Board

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: Test of Adult Basic Education

Vocational Skills: Washington Occupational Interest Survey

Other: Assessing Specific Employability Skill Competencies (Education Association)

COMPETITION PROFILE: CFDR 84.023D

RESEARCH IN EDUCATION OF THE HANDICAPPED: HANDICAPPED CHILDREN'S MODEL DEMONSTRATION PROJECTS/ YOUTH EMPLOYMENT PROJECTS

INITIAL COMPETITION: 3/5/84

PURPOSE OF COMPETITION

The purpose of this program was to support model projects that demonstrate innovative approaches to facilitating transition from school to work. Projects were expected to identify populations of individuals with handicapping conditions who have been isolated from the sequence of vocational education to employment capability. Projects were also to chose a particular school-community setting for developing a comprehensive model that incorporates a number of components for transition from school to work. Suggested components included attitude development, job placement, counseling, on-the-job training, training in areas of independent living, and development of interpersonal skills. The general aim of this competition was to use direct service to demonstrate the effectiveness of a newly conceived model, which may be replicated, either in part or in its entirety, in other communities.

AUTHORITY

Authority for this program is contained in Sections 641 and 642 of Part E of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

Institutions of higher education, States, State or local educational agencies, and other public or nonprofit private educational or research agencies and organizations were eligible for this competition.

FUNDS AVAILABLE

Approximately $1,500,000 was expected to be available for support of 15 new demonstration projects in fiscal year 1984.

NUMBER OF GRANTS AWARDED

Twelve demonstration grants were awarded under this competition.

DURATION

Project support was for a three-year period subject to an annual review of progress and availability of funds. All Youth Employment Projects will be expiring in 1987.

SUMMARY OF 84.023D PROJECT PROFILES

PRIMARY GRANTEES

Four of the 12 grants funded under this competition were awarded to local education agencies or public secondary schools. Four grants were awarded to universities, one to a research institute, one to a state education agency, and two to private nonprofit agencies.

PROJECT PARTICIPANTS

Projects within this competition were to identify populations of individuals with handicapping conditions who have been isolated from the sequence of vocational education to employment capability. Ten projects under this competition reported providing direct services to an estimated 1280 youth with handicapping conditions. The number of youth being impacted by this competition was estimated at 4733. The age range of the youth receiving direct services is from 11 to 22 years. The majority of youth (47%) receiving direct services were reported as having mental retardation. Twenty-three percent (23%) of the project participants have a learning disability, and 14% of the youth have either a behavioral disorder or an emotional disorder. Five percent (5%) of the youth receiving direct services were reported as being in a minority group.

Eleven projects indicated the provision of related service components. Related services/training are being provided to an estimated 1419 teachers, 996 parents, and 420 agency personnel. Five projects reported serving 105 business/industry personnel. Other categories of related service participants include professional aides, university students, administrators and medical personnel.

COOPERATING AGENCIES & ORGANIZATIONS

All of the primary grantees indicated cooperation with other agencies or organizations. The majority of grant recipients are cooperating with public or private secondary schools and local education agencies. In addition, cooperation with local JTPA service delivery agencies, community workshops, and community rehabilitation/ education agencies was reported by approximately one-third of the projects.

PRODUCTS

All 12 projects reported product development. The majority of projects (10) have developed brochures. Over 50% of the projects reported curricula, replication manuals, instruments, or articles as products. Other products reported include newsletters, parent handbooks, training manuals, and slide or video presentations.

PROJECT EVALUATION PLAN

A goal based evaluation approach was reported by the majority of projects, however, system analysis was also frequently indicated. Five projects reported a combination of evaluation approaches. Three projects are conducting case studies.

All 12 projects are collecting evaluation data on students/clients served. With the exception of one project not providing direct services to students/clients, all projects are collecting evaluation information on the number receiving direct services and student/client demographics. The majority of projects are also reporting number of referrals, assessment results, and student/client employment status. Only one project is collecting information on intake and referral, i.e., method of referral or referral agent.

Eight projects reported collecting evaluation information on employers. Of these, six are collecting data on employer satisfaction with student/client, project activities, etc. No projects reported the collection of evaluation data on employer outcome status, i.e., post placement status, attitude/acceptance level, integration of worker, etc.. Four projects indicated evaluation data collection in the area of postsecondary education. Eleven projects are gathering program information. The majority are collecting program replication data i.e., site demographics, level of implementation, etc.

Eight projects reported on instrumentation used in project evaluation. Information on student/client was most frequently collected through commercially available measures of social skills. Other types of instrumentation reported by at least three projects were general ability/intelligence tests, adaptive behavior scales, career interest inventories, and daily living skill scales. Five projects indicated the use of locally developed survey instruments, ranging from employer surveys to needs assessment surveys.

PROJECT OBJECTIVES

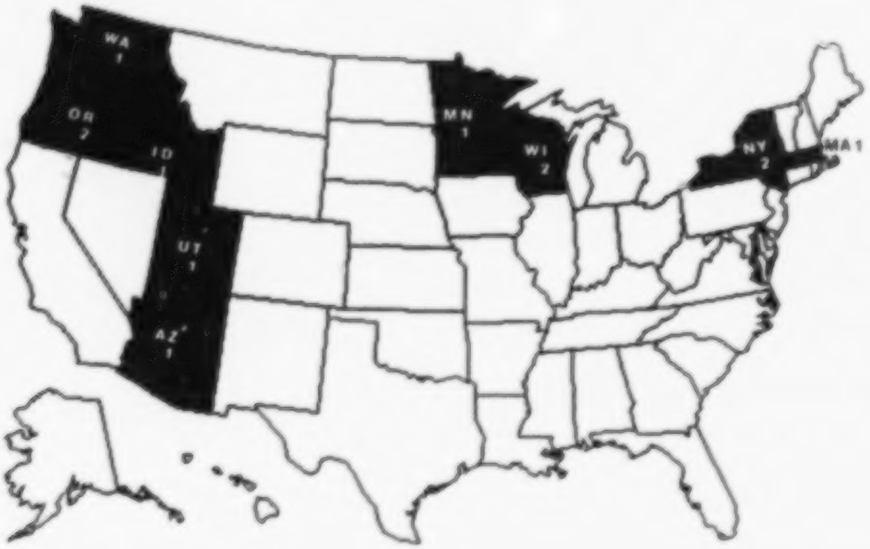
Project objectives were reported by 11 projects in this competition. Objectives in the area of assessment/referral were indicated by ten projects. Placement into either an employment, education or training setting was indicated by nine projects. Competitive or supported work placement was a primary objective for these projects. The area of training/education was reported by ten projects. Within this general area, training/support after job placement was most frequently mentioned as a primary objective. Counseling as a project objective was reported by eight projects, of which six were focusing on student counseling. Nine projects reported objectives in the area of program development, the majority being involved in curriculum development and development of a service delivery model.

Dissemination of information was an objective of all projects reporting, as was product development/dissemination. Five projects indicated model replication as a specific objective. The majority of projects are conducting conferences/seminars through their projects. Objectives related to agency coordination were reported by all 11 projects. The majority are involved in developing networks among service providers. Five projects indicated the development of interagency agreements as a formal, written objective. Three additional projects are engaging in this activity although not as a formal, written objective. Objectives in the area of manpower training were indicated by nine projects, with the majority providing workshops or training to professionals, paraprofessionals, parents, etc. Empirical research was listed as an objective by five projects.

GEOGRAPHIC AREA SERVED

The 12 Youth Employment Projects are located in nine states with New York, Oregon, and Wisconsin having two projects each (see Map below). Three projects serve major metropolitan areas (100,000+), three projects serve youth on a countywide basis, and the remainder are statewide projects. Two youth employment projects indicated major rural areas included within the geographic area served.

LOCATION OF 84.023D PROJECTS



Project Title:
Project Bridge

Project Director:
Joe DeMarsh

Contact Person:
Joe DeMarsh

Telephone:
(602) 949-0135

Project Start Date: 10/1/84
Project End Date: 9/30/87

Institute #8

Competition 84.023D

Mailing Address:
Southwest Business, Industry
and Rehabilitation Assoc.
4410 N. Saddlebag Trail
Scottsdale, AZ 85251

Geographic Area Served:
County

PROJECT PURPOSE

To develop, test and refine a model designed to link secondary handicapped youth with community training/education resources, and ultimately with jobs in competitive or non-traditional employment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continue follow-up of clients and exit them from program.
2. Dissemination of project findings.
3. Replication of project at 3 sites around the country.

PRIMARY GRANTEE

Private non-profit agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, private secondary school, local education agency, community/junior college, university/four year college, JTPA service delivery area agent, residential education/rehabilitation facility, community workshop, community education/rehabilitation facility, profit making agency, research institute, city/county government, state agencies, Association for Retarded Citizens, Association for Learning Disablities, and hospital.

PROJECT PRODUCTS

Product	Date Available
Brochures	Currently available
Parent Handbook	Currently available
Slide presentation	Currently available
Journal articles	Currently available
Replication manual	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 215

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 160

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Autism	2	16 - 22
Brain damage	3	16 - 22
Cerebral palsy	7	16 - 22
Emotional disorder	24	16 - 22
Epilepsy	2	16 - 22
Hearing impairment	2	16 - 22
Learning disability	84	16 - 22
Mental retardation	75	16 - 22
Physical handicap	13	16 - 22
Visual impairment	1	16 - 22

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

3 Replication site staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., post-secondary education/training outcomes

On Program:

Program replication.

Evaluation Approach(es):

Goal based

Personnel involved in evaluation activities:

Project director, project staff, job developer

Type of evaluation reporting and audience:

Formal evaluation report for OSERS

INSTRUMENTATION

Locally developed surveys and questionnaires

Project Title: Project STEP: Secondary Transition and Employment Project	**Institute #9**
Project Director: Diane Baumgart	**Competition** 84.023D
Contact Person: Diane Baumgart	**Mailing Address:** Special Education Department University of Idaho Moscow, ID 83843
Telephone: (208) 885-6172	
Project Start Date: 9/1/84 **Project End Date:** 8/31/87	**Geographic Area Served:** Small town (5,000 - 100,000) with no public transportation, rural area

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PROJECT PURPOSE

To develop and implement curricula for non-school and school-based instruction which will prepare students in the vocational domain and allow them to meet state graduation requirements.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Dissemination of non-school vocational strategies.
2. Research on assessment of social skill of students with mild handicaps.
3. Follow-up survey of graduates from 1982-83 and 84-85.

PRIMARY GRANTEE

Public secondary school, local education agency, and state agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

JTPA service delivery area agent, community education/rehabilitation facility, city/county government, and Association for Retarded Citizens

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Training manual	Currently available
Project develop instruments	Currently available
Video tape	Currently available
Curricula	Currently available
Journal articles	Currently available
Training video tapes	8/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 500-1,000

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 150

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

50 parents, 200 teachers, 50 agency personnel, 50+ special ed. directors, and 10 business/industry personnel

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild communication disorder	50	16 - 21
Mild learning disability	100	16 - 21
Severe learning disability	10	16 - 21
Mild mental retardation	100	16 - 21
Moderate mental retardation	50	16 - 21
Severe mental retardation	25	16 - 21
Mild physical handicap	2	16 - 21
Moderate physical handicap	2	16 - 21
Severe physical handicap	4	16 - 21

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number receiving direct services, student/client demographics, assessment results for student/client, student/client progress in training program, student/client follow-up status, student/client employment status, type of social skill deficit

On Program:

Program replication

Evaluation Approach(es):

System analysis and goal based

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, master level students

Type of evaluation reporting and audience:

Newsletter and journal articles for state education agency, state vocational rehabilitation agency, parents and professionals

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Social Skills: STEP Employer Mediated Social Skill Assessment Checklist

Career Interest Inventories: Locally developed Cue Sort Vocational Preference Procedure

Other: Job skill inventories; project developed checklists and STEP Teacher Follow-Up Survey, Vermont Follow-up Questionnaire

Project Title:
Project TRYAD: Transition Model for Multiply/Severely Handicapped Young Adults

Project Director:
J. Edward Carter

Contact Person:
J. Edward Carter

Telephone:
(617) 552-8208

Project Start Date: 9/1/84
Project End Date: 8/30/87

Institute #10

Competition 84.023D

Mailing Address:
Boston College
McGuinn Hall, B-19
Chestnut Hill, MA 02167

Geographic Area Served:
State

PROJECT PURPOSE

To replicate a case-management process for transitioning multiply/severely handicapped young adults into appropriate post-school programs from public schools, collaborative and private school programs throughout Massachusetts.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Identify new schools to employ TRYAD model.
2. Conduct parent training.
3. Conduct teacher/school inservice.
4. Analyze transitional plans of 75 persons.
5. Update compendiums.
6. Disseminate materials.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, private secondary school, State Department of Mental Health, State MRC, State Bureau of Transitional Planning, and Association for Retarded Citizens

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Training manual	5/87
Replication manual	Currently available
Day Program Compendium	Currently available
Residential Compendium	5/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,000

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

500 parents, 100 agency personnel, 200 teachers, and 100 administrators

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, student/client follow-up status, student/client outcome status

On Employers:

Employer characteristics/demographics

On Program:

Program replication.

Evaluation Approach(es):

Goal based

Personnel involved in evaluation activities:

Project staff and evaluation consultant

Type of evaluation reporting and audience:

Formal evaluation report and executive summary for OSERS, Transition Institute, and advisory board

Project Title: VECTOR: A New Direction	**Institute #11**
Project Director: Vincent F. Svaldi	**Competition** 84.023D
Contact Person: Wayne A. Lindskoog	**Mailing Address:** West Metro Education Center 1001 Highway 7 Hopkins, MN 55343
Telephone: (612) 944-2222	
Project Start Date: 10/1/84 **Project End Date:** 9/30/87	**Geographic Area Served:** Part of county

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PROJECT PURPOSE

To develop and implement a model for enhancing the role of a school district in (a) increasing the employability of handicapped individuals through the utilization of an area vocational-technical institute's resources, and (b) facilitating the transition of handicapped individuals from school to employment in competitive industry, sheltered employment, or work activity commensurate with their skills, knowledge and ability.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Data collection from "consumer" groups to evaluate project effectiveness.
2. Preparation and dissemination of final report/summative evaluation.
3. Revision of program videotape to include new community sites and secondary vocational programs added since first year of operation.

PRIMARY GRANTEE

Local education agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, community workshop, community education/rehabilitation facility, and state agency

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Project developed instruments	Currently available
Videotape	6/87
Curricula - Sex Education	5/87
Curricula - Driver Education	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 79

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 79

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

30 teachers and 11 project staff

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild behavioral disorder	1	18 - 21
Moderate behavioral disorder	6	18 - 21
Severe chronic mental illness	1	18 - 21
Moderate emotional disorder	2	18 - 21
Moderate epilepsy	2	18 - 21
Mild learning disability	1	18 - 21
Moderate learning disability	4	18 - 21
Mild mental retardation	30	18 - 21
Moderate mental retardation	23	18 - 21
Severe mental retardation	8	18 - 21
Mild traumatic head injury	1	18 - 21

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client progress in training program, student/client follow-up status, student/client employment status

On Employers:
Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:
Postsecondary education/training demographics

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):
Goal based

Personnel involved in evaluation activities:
Project director, project coordinator, and 3rd party evaluator

Type of evaluation reporting and audience:
Formal evaluation report for consumers, OSERS, Transition Institute, advisory board, State Vocational Rehabilitation, and local education agencies

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Vocational Skills: Singer Vocational Evaluation System, VALPAR, and Work Skills Development Package

Adaptive Behavior: Locally developed Student Intake Interview

Social Skills: Social and Prevocational Battery

Career Interest Inventories: Becker Reading-Free Interest Inventory

Other: Sex Education Pre/Post Test; project developed Parents, Employers, Educators, and Former Students Survey.

Project Title: Youth Employment Project: Facilitating Access Through An Employer/School Consortium	**Institute #12**
Project Director: Alan Lerman	**Competition** 84.023D
Contact Person: Paula A. Buchak **Telephone:** (718) 899-8800 X316	**Mailing Address:** The Lexington Center, Inc. 30th Avenue & 75th Street Jackson Heights, NY 11370
Project Start Date: 9/1/84 **Project End Date:** 9/1/87	**Geographic Area Served:** Metropolitan area (100,000+) with public transportation

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PROJECT PURPOSE

To explicate a conceptual model and then design, develop, implement, evaluate, revise, and replicate an exemplary program of prevocational assessment, vocational preparation, placement and follow-up directed to the needs of the severely and multiply handicapped hearing impaired young adult.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Development of a system for placement/training including procedures for evaluating student characteristics as they relate to placement, methods of preparing students in essential areas for job placement.
2. Create job lattice which hierarchically organizes the 120+ jobs and defines job paths that can be followed by educational and vocational placement personnel.
3. Develop materials for evaluating student performance at each placement.

PRIMARY GRANTEE:

Private non-profit agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Private secondary school and consortium of bank personnel

PROJECT PRODUCTS

Product	Date Available
Project developed instruments	8/87
Journal articles	Currently available
Replication manual	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 98

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 10+

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe/profound hearing impairment	10+	17 - 21

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

40+ business/industry personnel

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, student/client progress in training program

On Employers:

Employer characteristics/demographics, level of direct service provided to employer, employer input regarding facilitating access to employment

Evaluation Approach(es):

System analysis, decision making, and case study

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, and advisory board

Type of evaluation reporting and audience:

Formal evaluation report for consumers, OSERS, and advisory board

INSTRUMENTATION

Project developed training placement process form; student, parent and teacher interview and inventory

Project Title: Life and Career Skills Development Program	**Institute #13**
Project Director: Donna Phillips	**Competition** 84.023D
Contact Person: Donna Phillips	**Mailing Address:** Rochester City School District 131 W. Broad Street Rochester, NY 14608
Telephone: (716) 325-4560 X2313	
Project Start Date: 6/1/84 **Project End Date:** 5/30/87	**Geographic Area Served:** Metropolitan area (100,00+) with public transportation

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PROJECT PURPOSE

To address the issue of youth employment by providing career education, occupational information, job placement and on-the-job monitoring of performance for 75 handicapped youth aged 15 - 21 who are currently enrolled in the Center High Program.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Placement of students in Paid Work Experience.
2. 90% proficiency on class related experience and placement (job) success.
3. Completion of draft curriculum.
4. Completion of video training films.
5. Prepare Phase II of student's IEP.
6. Completion of materials list matching curriculum objectives.

PRIMARY GRANTEE:

Public secondary school

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

JTPA service delivery area agent and profit-making agency

PROJECT PRODUCTS

Product	Date Available
Brochure	7/87
Videotape	7/87
Curricula	7/87
IEP goals	7/87
Material list	7/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 225

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 225

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Learning disability Emotional disorder Behavioral disorder	75*	16 - 21
Dropouts & economically disadvantaged	75**	

(*inclusive of all listed conditions; ** indicates overlap in numbers)

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

15-20 business/industry personnel and 20 teachers

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status

On Employers:
Employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:
Level of direct service provided by project

On Program:
Program implementation level

Evaluation Approach(es):

Goal based

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, and project consultant

Type of evaluation reporting and audience:

Formal evaluation report and brochure/pamphlet for consumers, OSERS, Transition Institute and Rochester City School District Special Education Department

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WISC-R and WAIS-R

Academic Achievement: Wide Range Achievement Test and California Achievement Test

Social Skills: Brigance Diagnostic Inventory of Essential Skills

Survival Skills: Brigance Diagnostic Inventory of Essential Skills

Daily Living Skills: Brigance Diagnostic Inventory of Essential Skills

Project Title: Oregon Transition to Employment Project	**Institute #15**
Project Director: Jo-Ann Sowers	**Competition** 84.023D
Contact Person: Jo-Ann Sowers	**Mailing Address:** Oregon Research Institute 1899 Willamette Eugene, OR 97401
Telephone: (503) 484-2123	
Project Start Date: 10/1/85 **Project End Date:** 9/30/87	**Geographic Area Served:** Metropolitan area (100,000+) with public transportation

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PROJECT PURPOSE

To develop, field test, replicate, and disseminate nationally a model for transitioning severely orthopedically impaired secondary school students to competitive employment placements.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Replication of model in second district.
2. Completion of training manual.
3. Completion of vocational adaptation manual.

PRIMARY GRANTEE

Research institute

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school and local education agency

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Training manual	9/87
Project developed instruments	9/87
Slide presentation	Currently available
Curricula	9/87
Journal articles	6/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 30

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 30

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild cerebral palsy	8	14 - 20
Moderate cerebral palsy	12	14 - 20
Severe cerebral palsy	4	14 - 20

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

16 parents, 10 teachers, 6 project staff, 15+ aides, O.T., P.T., & speech

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number receiving direct services, student/client demographics, student/client work experience background data, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client employment status

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

On Program:

Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):

System analysis and case study

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, and staff evaluator

Type of evaluation reporting and audience:

Final evaluation report for OSERS

INSTRUMENTATION

Project developed implementation checklist and parent, student, employer, and teacher satisfaction survey.

Project Title: Employability Support Network of Disabled Youth	**Institute #14**
Project Director: Robin Stephens	**Competition** 84.023D
Contact Person: Robin Stephens	**Mailing Address:** Oregon Health Services Univ. Child Development & Rehab. Center P. O. Box 574 Portland, OR 97207
Telephone: (503) 225-8313	
Project Start Date: 9/1/84 **Project End Date:** 8/31/87	**Geographic Area Served:** State

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PROJECT PURPOSE

To establish a network of "employability readiness" support groups for disabled youth that (a) uses successfully employed disabled adults as role models in a support group setting, and (b) to help individuals to overcome feelings of isolation and invisibility, develop their self-respect, self-esteem, increase independent living skills, and learn their rights and how to assert them.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Training of new support group facilitators.
2. Expansion of support groups.
3. Follow-up facilitation training.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, private secondary school, community/junior college, residential education/rehabilitation facility, community workshop, and community education/rehabilitation facility

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Slide presentation	Currently available
Curricula	Currently available
Replication manual	4/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 400

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 210

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

20 parents, 200 agency personnel, 100 teachers, and 35 project staff

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild cerebral palsy	3	16 - 21
Moderate cerebral palsy	3	16 - 21
Severe cerebral palsy	6	16 - 21
Mild epilepsy	2	16 - 21
Moderate hearing impairment	12	16 - 21
Mild learning disability	9	16 - 21
Moderate learning disability	9	16 - 21
Mild mental retardation	60	16 - 21
Moderate mental retardation	18	16 - 21
Mild physical handicap	10	16 - 21
Moderate physical handicap	20	16 - 21
Severe physical handicap	20	16 - 21
Severe speech impairment	6	16 - 21
Mild spinal cord injury	2	16 - 21
Moderate spinal cord injury	2	16 - 21
Severe visual impairment	4	16 - 21
Severe multiply disabled	18	16 - 21

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client follow-up status

On Program:

Program characteristics/demographics, program replication.

Evaluation Approach(es):

System analysis, goal based and case study

Personnel involved in evaluation activities:

Project director, project coordinator, and project staff

Type of evaluation reporting and audience:

Formal evaluation report for OSERS

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Social Skills: Piers-Harris Self Concept Scale

Other: Daily Living Skills assessment

Project Title:
Utah Community-Based Transition Project

Project Director:
John McDonnell

Contact Person:
John McDonnell

Telephone:
(801) 581-8121

Project Start Date: 10/1/84
Project End Date: 9/30/87

Institute #16

Competition 84.023D

Mailing Address:
221 MBH
University of Utah
Salt Lake City, UT 84112

Geographic Area Served:
State

PROJECT PURPOSE

To develop and implement a community-based training model in integrated public school classrooms of regular high schools for severely handicapped secondary aged school youth, integration of model components into teacher preservice at University of Utah, and provide on-going inservice training and technical assistance to participating school district staff with respect to model.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Field-testing model components in ten school districts
2. State-wide dissemination of model components through inservice training and follow-up

PRIMARY GRANTEE:

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school and local education agency

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Journal articles	Currently available
Replication manual	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 200-250

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 110

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate mental retardation	60	15 - 21
Severe mental retardation	35	15 - 21
Profound mental retardation	15	15 - 21

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

75 parents, 15 agency personnel, 200 teachers, and 50 teacher candidates

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number receiving direct services, student/client demographics, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:

Level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

On Program:

Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):

Goal based

Personnel involved in evaluation activities:

Project director and principal investigator

Type of evaluation reporting and audience:

Formal evaluation report for OSERS and advisory board

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS and WISC

Adaptive Behavior: Woodcock Johnson Scales of Independent Behavior

Project Title:
Employment Training and Transition

Project Director:
Carla Jackson

Contact Person:
Carla Jackson

Telephone:
(206) 753-6733

Project Start Date: 10/1/84
Project End Date: 9/30/87

Institute #17

Competition 84.023D

Mailing Address:
Office of Superintendent of
Public Instruction
Old Capitol Building, FG-11
Olympia, WA 98504

Geographic Area Served:
State

PROJECT PURPOSE

To develop a classroom model for students with severe/moderate disabilities which prepares them for supported employment and community living. Model features include: selection of locally relevant job clusters for training, parent involvement in IEP processes, on-site training and systematic reporting on post school service needs of severely handicapped school leavers.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Expansion of program to 4 additional LEAs in state of Washington.
2. Development of 3 training modules: IEP process, integration, preparing for supported employment.
3. Revise implementation checklist.
4. Provide three major statewide training opportunities: Teacher Strand in Ellensburg Employment Conference; January Inservice on Making Instruction Count in the Community; Summer Institute re: "Frameworks for Transition: The Good, the Bad and the Ugly."
5. Plan for supervisor "take-over" of activities.

PRIMARY GRANTEE

State education agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, university/four year college, JTPA service delivery area agents

PROJECT PRODUCTS

Product	Date Available
Brochure	Recruitment only
Newsletter	Currently available
Training manual	Currently available*
Slide presentation	5/87
Curricula	Currently available
Replication manual	Currently available*
Principals Packets	5/87
Training modules	9/87
Project developed instruments	Currently available

(* available only in conjunction with training)

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 986

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 166

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild mental retardation	18	13 - 21
Moderate mental retardation	118	13 - 21
Severe mental retardation	16	13 - 21
Profound multiple handicap	4	13 - 21

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

260 parents, 650 teachers, 60 agency personnel, 40 project staff, 10 business/industry personnel, 60 administrators and special education directors, 75 residential facility personnel, 9 ESD Directors, 40 medical personnel, and 20 vendors

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, number receiving direct services, student/client demographics, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client employment status

On Employers:
Employer characteristics/demographics, employer satisfaction with student/client, project activities, etc.

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):
Goal based

Personnel involved in evaluation activities:
Project director, project coordinator, University of Oregon

Type of evaluation reporting and audience:
Formal evaluation report for OSERS; executive summary for advisory board and state education agency; brochure/pamphlet for consumers and teacher network.

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Vocational Skills: Project uses combination of community assessment, interest, sampling.

Academic Achievement: Project measures progress toward selected activities.

Other: CODE Classroom Observation Data/Evaluation system; Employer satisfaction surveys; Quick Check - locally developed classroom/ program evaluation instrument; and Discrepancy Analysis Form re: program evaluation.

Project Title
Project ADAPT

Institute #19

Project Director:
Charles Coker
Dale Thomas

Competition 84.023D

Contact Person:
Charles Coker

Telephone:
(715) 232-2236

Mailing Address:
Research & Training Center
University of Wisconsin - Stout
Menomonie, WI 54751

Project Start Date: 9/1/84
Project End Date: 8/31/87

Geographic Area Served:
State

PROJECT PURPOSE

To develop and demonstrate a model project for the transition from school to work for mildly handicapped students.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Data collection.
2. Curriculum redevelopment.
3. Replication.
4. Dissemination.

PRIMARY GRANTEE:

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school and state vocational rehabilitation

PROJECT PRODUCTS

Product	Date Available
Brochure	8/87
Student handbook	8/87
Training manual	8/87
Project developed instruments	8/87
Slide presentation	8/87
Curricula	8/87
Journal articles	8/87
Replication manual	8/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 250

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 125

DIRECT SERVICES

Handicapping Condition	No. Served*	Age Range
Learning disabled	33	17 - 21
Mental retardation	10	17 - 21

(* indicates number receiving direct services for 1984 - 86)

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

75 parents, 25 business/industry personnel, 9 teachers, and 5 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client follow-up status, student/client employment status, student/client outcome status

On Program:

Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):

System analysis and professional review

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, and clerical

Type of evaluation reporting and audience:

Formal evaluation report and brochure/pamphlet for consumers, advisory board, and state vocational rehabilitation agency

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS-R and WISC-R

Vocational Skills: Decision Making Interview

Academic Achievement: Wide Range Achievement Test, Key Math and Woodcock Johnson Psychoeducational Battery

Adaptive Behavior: Locally developed Vocational Adaptivity Scale (VAS)

Social Skills: Vocational Adaptivity Scale

Career Interest Inventories: Minnesota Importance Questionnaire, Gordon Interest Checklist, and Career Assessment Inventory

Daily Living Skills: Project ADAPT Employment Readiness Training Curriculum

Other: Project developed observation forms, checklists, rating scales, and interview

Project Title: A Nonsheltered Community-Based Training Model for Students with Severe Behavior Disorders	**Institute #18**
Project Director: Anne Donnellan	**Competition** 84.023D
Contact Person: Anne Donnellan	**Mailing Address:** University of Wisconsin-Madison 1025 W. Johnson, Room 570 Madison, WI 53706
Telephone: (608) 263-4272	
Project Start Date: 10/1/84 **Project End Date:** 9/30/87	**Geographic Area Served:** County

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PROJECT PURPOSE

To design, develop, implement and evaluate a community-based vocational training program for severely behavior disordered students by emphasizing a community-based public school vocational training component, a public school teacher inservice component, and a task force component.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continue vocational training of student participants in nonsheltered community-based sites.
2. Continue development of appropriate techniques to teach vocational and related social skills.

PRIMARY GRANTEE:

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Local education agency, private non-profit agency, community educational/rehabilitation facility, community workshop, state education agency, state vocational agency and Wisconsin Coalition for Advocacy

PROJECT PRODUCTS

Product	Date Available
Training manual	10/86
Monograph	9/87
Slide presentation	9/87
Journal articles	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 200

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 15+

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe behavioral disorders	15+	11 - 21

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Parents, teachers, agency personnel, and project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program

On Employers:
Employer satisfaction with student/client, project activities, etc.

On Program:
Program characteristics/demographics

Evaluation Approach(es):
System analysis

Personnel involved in evaluation activities:
Project director

Type of evaluation reporting and audience:
Formal evaluation report for OSERS

INSTRUMENTATION

Other: Locally developed Job Experience and Training Records, and IEP; project developed staff reports, self-reporting participant questionnaires, workshop participant evaluations, and needs assessment survey

NOTE: Project profile generated by Technical Assistance Program staff from project's grant application(s) and previous year's Project Profile.

COMPETITION PROFILE: CFDR 84.023G

RESEARCH IN EDUCATION OF THE HANDICAPPED:
HANDICAPPED CHILDREN'S MODEL DEMONSTRATION PROJECTS/ POSTSECONDARY PROJECTS

INITIAL COMPETITION: 3/5/84

PURPOSE OF COMPETITION

The purpose of this program was to support new model demonstration projects which would complement secondary programming and link individuals with handicapping conditions who exit the secondary schools not yet ready for competitive employment to community-based training programs and services. Issues of particular interest included: development of an interface between education programs and community service providers, efforts to place and provide continued training and support to individuals for competitive employment, and the development of models to demonstrate that all individuals with handicapping conditions leaving public school programs have access to community-based training programs. The aim of the program was to use direct service to demonstrate the effectiveness of newly conceived educational models, which may be replicated, either in part or in their entirety, in other communities. Projects were expected to identify populations of individuals with handicaps who need but have traditionally had problems linking with community-based training programs and services or obtaining and maintaining employment. Suggested models included improvement of the effectiveness of postsecondary vocational education programs, demonstration of unique methods of ensuring postsecondary placement, and models demonstrating the intervention of various support systems.

AUTHORITY

Authority for this program is contained in Sections 641 and 642 of Part E of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

Institutions of higher education, States, State or local educational agencies, and other public or nonprofit private educational or research agencies and organizations were eligible for this competition.

FUNDS AVAILABLE

Approximately $1,500,000 was expected to be available for support of 15 new demonstration projects under this program in fiscal year 1984.

NUMBER OF GRANTS AWARDED

Fifteen demonstration projects were awarded under this competition.

DURATION

Project support was for a three-year period subject to an annual review of progress and availability of funds. All projects in this competition will expire in 1987.

SUMMARY OF 84.023G PROJECT PROFILES

PRIMARY GRANTEE

Eight of the 15 grants awarded under this competition went to universitites. Grant awards were also made to a local education agency, and a private secondary school. A research institute, a state education agency, a local Association for Retarded Citizens, and two private non-profit agencies also are primary grantees.

PROJECT PARTICIPANTS

Projects in this competition were expected to identify populations of individuals with handicapping conditions who need, but have traditionally had problems linking with community-based training programs/services or obtaining/maintaining employment. The 15 projects under this competition estimated an impact on 6959 youth. Direct services for approximately 1128 youth were reported by 15 projects.

The largest number (44%) of youth served by the projects have a diagnosis of mental retardation. Youth with a learning disability represent 26% of the total projects' participants. The age range reported for youth/adults receiving direct services was from 14 to 28 years.

With this competition's emphasis on interfacing between education programs and community service providers and providing on-going training/support to individuals for competitive employment, all projects indicated provision of related service components. An estimated 297 teachers are receiving service/training from 12 projects, approximately 228 parents are involved in 10 projects and approximately 170 business/industry personnel are benefitting from services/training provided by six projects.

COOPERATING AGENCIES & ORGANIZATIONS

Thirteen projects indicated they were cooperating with other agencies or organizations. The majority of projects are cooperating with public/private secondary schools or local education agencies. Eight projects are collaborating with local JTPA service delivery agents, and six projects specified state vocational rehabilitation agencies as cooperating in project activities. One-third of the projects are working with community colleges.

PRODUCTS

All fifteen projects reported product development. Ten projects have developed brochures, and eight projects indicated journal articles were available or being developed. Other products frequently mentioned were newletters, training manuals, project developed instruments, and video tapes. In addition, some projects reported curricula, slide presentation, replication manual, parent handbook, student handbook and resource materials.

PROJECT EVALUATION PLAN

A system analysis evaluation approach was reported by 11 of the 15 projects in this competition. Seven also reported using a goal based evaluation approach in conjunction with system analysis. Other frequently mentioned approaches were decision making, professional review and case study.

All projects indicated evaluation information was being collected on student/clients. The majority (80%) are collecting evaluation data on number receiving services, student/client demographics, student/client work experience background, student/client follow-up status, and student/client employment status. Only one project is collecting information on intake/referral information, i.e., method of referral, referral agent, etc.. Evaluation information on employers is being collected by 14 projects. The majority of projects are compiling data on employer characteristics/ demographics and employer satisfaction with student/client, project activities, etc. Eight projects are collecting postsecondary education information with the majority compiling evaluation data on postsecondary education/training demographics. Ten projects are collecting program information of which all are compiling data on program characteristics/demographics. Program replication information is being collected by six projects.

Twelve projects reported on instrumentation used in project evaluation activities. The majority of these projects indicated the use of commercially available career interest inventories and vocational skills assessment. Other types of instrumentation reported by at least five projects included general ability/intelligence tests and adaptive behavior scales. Nine projects indicated the use of locally developed instrumentation, the most frequent forms being observations and surveys.

PROJECT OBJECTIVES

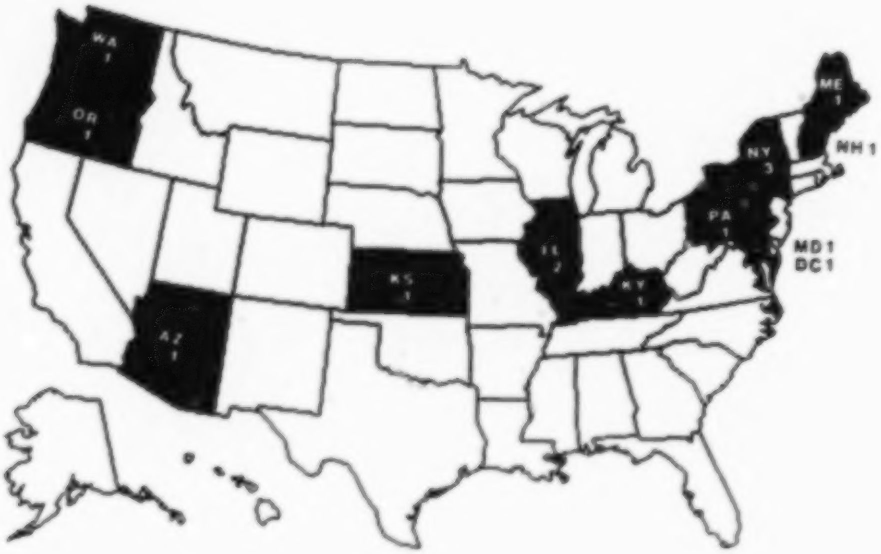
Fourteen projects reported on objectives in this competition. Of those reporting, 11 projects indicated objectives in the area of assessment/referral. Thirteen projects reported objectives related to placement. The majority had placement of students into competitive employment as a specific objective. Placement into postsecondary training was also a common objective for projects in this competition. Twelve projects reported objectives in the area of training/education, the majority specifying nonvocational training (i.e., academics, personal-social living skills). Vocational training and training/support for students after job placement were also frequently mentioned objectives. Twelve projects reported objectives related to counseling. Ten projects reported providing case management as an objective. Objectives related to program development were reported by 11 projects, all of which indicated development and implementation of a service delivery model as an objective.

Thirteen projects indicated dissemination of information as a primary objective. Product development was reported by the majority of projects. Provision of technical assistance was a formal written objective for five projects, however, a total of 11 projects are practicing this objective. Five projects have model replication as an objective. Development of job banks was reported by six projects. The majority of projects are conducting conference/seminars. Objectives in the area of agency coordination were reported by 12 projects. Ten projects are involved in development of interagency agreements and 11 projects indicated the development of networks among service providers as an objective. Objectives in the area of manpower training were reported by 12 projects, with equal numbers conducting workshops, training employment related staff and/or training professionals, paraprofessionals, parents, etc. Library research and/or empirical research is being conducted by ten projects.

GEOGRAPHIC AREA SERVED

The 15 projects within this competition are located in 12 different states (see Map below). The state of New York has three projects, and Illinois has two. Two projects are located in major metropolitan areas having public transportation, one project is in a major metropolitan area without public transportation. Two projects are providing services within suburbs of major metropolitan areas. Two projects are located in small towns (5,000 - 100,000) having public transportation, one being in a rural area. Six are providing services on a countywide basis with two projects serving more than one county. Of the remaining projects, one provides services on a statewide basis, and one is a rural project.

LOCATION OF 84.023G PROJECTS



Project Title:
Project INTERFACE

Project Director:
Justin Marino

Contact Person:
Justin Marino

Telephone:
(602) 965-2070

Project Start Date: 10/1/84
Project End Date: 9/30/87

Institute #53

Competition 84.023G

Mailing Address:
Arizona State University
Community Services Center
Tempe, AZ 85287

Geographic Area Served:
County with metropolitan area (100,000+) public transportation

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PROJECT PURPOSE

To design, implement, and evaluate a model postsecondary demonstration project for handicapped youth ages 18 - 22 years. Project is designed to link handicapped youth, who exit secondary schools and who are not yet ready for competitive employment, to community-based training programs and services.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continue implementation of Information Clearinghouse, job development, placement on jobs, and follow-up of clients.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, private secondary school, local education agency, community/junior college, JTPA service delivery area agent, community education/rehabilitation facility, state agency, Association for Retarded Citizens, Association for Learning Disabilities

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Video tape	9/87
Journal articles	9/87
Annotated bibliography	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 2027

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 58

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mental retardation	*	18 - 22
Emotional disorder	*	18 - 22
Physical handicap	*	18 - 22
Learning disability	*	18 - 22
Multiple handicap	*	18 - 22
Economically disadvantaged	*	18 - 22

(* no number indicated)

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Parents, agency personnel, business/industry personnel, teachers, and project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:
Employer characteristics/demographics, employer collaboration level, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training outcomes

On Program:
Program characteristics/demographics, program replication.

Evaluation Approach(es):
Decision making, professional review, and case study

Personnel involved in evaluation activities:
Project director, project coordinator, project staff, and advisory board

Type of evaluation reporting and audience:
Formal evaluation report for OSERS, advisory board, and state education agency

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Vocational Skills: Apticom and DOL Interest

Academic Achievement: Peabody Individual Achievement Test

Career Interest Inventories: VRII Computer Interest

Dexterity/Manual Skills: Apticom

Project Title:
Job Training and Tryout

Project Director:
Mary Ann Katski

Contact Person:
Mary Ann Katski
George Tilson

Telephone:
(301) 468-0913

Project Start Date: 5/1/84
Project End Date: 8/30/87

Institute #54

Competition 84.023G

Mailing Address:
George Washington University
Office of Sponsored Research
Department of Special Education
2121 Eye Street, N.W.
Washington, D.C. 20052

Geographic Area Served:
Metropolitan area (100,000+)
with public transportation

PROJECT PURPOSE

To demonstrate and disseminate a comprehensive service delivery model of transitional services needed to enhance the employability of "out of school, out of work" handicapped youth ages 18 - 22 years.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Phase I - Employability Skills Training, including community exploration, social skill training and two internships.
2. Phase II - Employment Assistance.
3. Phase III - Follow-up.
4. Development of a replication manual.
5. Development of curriculum.
6. Production of a video.
7. Negotiation for establishing the program in the community.
8. Collecting research data on program outcomes.

PRIMARY GRANTEE:

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, private secondary school, local education agency, community/junior college, JTPA service delivery area agent, community education/rehabilitation facility, research institute, city/county government, state vocational rehabilitation, private non-profit agency, Association for Retarded Citizens, and Association for Learning Disabilities

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Project developed instruments	8/87
Videotape	8/87
Curricula	8/87
Journal articles	Currently available
Replication manual	8/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 70

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 57

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild learning disability	28	18 - 21
Mild mental retardation	29	18 - 21
Economically disadvantaged	17*	18 - 21
Minority youth	20*	18 - 21

(* indicates some overlap in numbers)

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

57 parents, 100 business/industry personnel, 120 teachers, 5 project staff, and 6 graduate interns

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, independent living status, job satisfaction.

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Program:

Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):

System analysis, goal based, decision making, professional review, and case study.

Personnel involved in evaluation activities:

Project director, project coordinator, and project staff

Type of evaluation reporting and audience:

Formal evaluation report for consumers, OSERS, advisory board, vocational rehabilitation, and Association for Retarded Citizens

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Special Aptitude Tests: Bennett Hand Tool Dexterity

Vocational Skills: Apticom, MESA, and Career Maturity Inventory

Social Skills: Social and Prevocational Information Battery

Career Interest Inventories: MESA, and Apticom

Dexterity/Manual Skills: Purdue Pegboard

Other: Piers-Harris Self Concept, Coopersmith Self-Esteem, Nowicki-Strickland Locus of Control; and project developed observation forms, checklists, rating scales, interviews, and surveys.

Project Title: Young Adult Model Vocational Program	**Institute #55**
Project Director: Judith A. Cook	**Competition** 84.023G
Contact Person: Judith A. Cook	**Mailing Address:** Thresholds 2700 N. Lakeview Avenue Chicago, IL 60614
Telephone: (312) 880-2471	
Project Start Date: 12/1/84 **Project End Date:** 11/30/87	**Geographic Area Served:** Metropolitan area (100,000+) with public transportation

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PROJECT PURPOSE

To provide innovative, community-based services that result in work readiness for mentally ill young adults who have recently exited or are about to exit from secondary school.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Prevocational course taught to 40 students.
2. Community Experience program used by 40 students.
3. Visiting Chef Program used by 50 students.
4. Vocational Assessment Battery given to 30 students.
5. TEP services delivered to 40 students.
6. Job Club services delivered to 25 students.

PRIMARY GRANTEE

Private non-profit agency

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Parent handbook	6/88
Project developed instruments	6/88
Video tape	Currently available
Curricula	Currently available
Conference articles	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 120

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 86

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe chronic mental illness	86	16 - 21

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

10 parents, 20 agency personnel, 15 business/industry personnel, 5 teachers, and 7 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:
Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer

On Postsecondary Education:
Postsecondary education/training demographics

On Program:
Program characteristics/demographics, program implementation level

Evaluation Approach(es):
System analysis and goal based

Personnel involved in evaluation activities:
Project director and project staff

Type of evaluation reporting and audience:
Formal evaluation report and brochure/pamphlet for OSERS

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Vocational Skills: McCarron Dial Work Evaluation System

Academic Achievement: Test of Adult Basic Education

Adaptive Behavior: Brief Psychiatric Rating Scale, Global Assessment Scale, Stigma Scale, and Nagi Index of Disability

Social Skills: Social Network Checklist, Availability of Social Network, and Leisure Time Activities Scale

Career Interest Inventories: Strong-Campbell Interest Inventory and Knowledge of World of Work Scale

Daily Living Skills: Coping Mastery Scale and Leisure Time Activities Scale

Other Instruments used in project evaluation: Rosenberg Self-Esteem Scale, Family Burden Questionnaire, Modifed Zarit Burden Interview and Reason for Rehospitalization Checklist

Project Title:
The Illinois Competitive Employment Project

Institute #56

Project Director:
Frank Rusch

Competition 84.023G

Contact Person:
Thomas R. Lagomarcino

Telephone:
(217) 333-2325

Mailing Address:
Office of Career Development
for Special Populations
University of Illinois
110 Education Building
1310 S. 6th Street
Champaign, IL 61820

Project Start Date: 10/1/84
Project End Date: 8/20/87

Geographic Area Served:
Small town (5,000-100,000) with public transportation

PROJECT PURPOSE

To facilitate the transition of students with moderate and severe handicaps to nonsheltered employment options through interagency cooperation.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Assess all students between ages of 18 - 22 who have been identified by the participating LEA.
2. Provide technical assistance and a user document for implementation of job survey procedures and instruments to each participating member.
3. Place, evaluate, and train 3 students between the ages of 18 - 22 in one of two community-based training stations.
4. Directly place, evaluate, and train 4 students between the ages of 18 and 22 in jobs in competitive employment or supported employment.
5. Conduct applied research to determine the best activities to follow to adequately train young adults to maintain and/or generalize identified survival skill deficits.
6. Provide practicum experience to undergraduate and graduate students enrolled in the moderate-severe training program of the Department of Special Education.
7. Provide technical assistance through off-campus activities throughout the State of Illinois.
8. Disseminate information to direct service personnel, school administrators, and selected research interested in competitive employment, transitional services; one site in Illinois will be selected for technical assistance related to adoption.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, JTPA service delivery agent, community workshop, community education/rehabilitation facility, state vocational rehabilitation agency, state developmental disability agency

PROJECT PRODUCTS

Product	Date Available
Journal article	1987

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 66

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 30

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe autism	2	17 - 21
Moderate cerebral palsy	2	18 - 22
Severe cerebral palsy	2	18 - 22
Severe developmental disability	2	16 - 18
Moderate mental retardation	20	19 - 24
Severe mental retardation	1	19 - 24
Profound mental retardation	2	19 - 24

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

20 agency personnel, 11 teachers

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client employment status

On Employers:
Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Program:
Program characteristics/demographics, program replication.

Evaluation Approach(es):
System analysis, goal based, and case study

Personnel involved in evaluation activities:
Project director, project coordinator, project staff and graduate assistant

Type of evaluation reporting and audience:
Formal evaluation report and executive summary for consumers, OSERS, Transition Institute, schools, and adult service agencies

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: Stanford Binet, WISC-R and Slosson Intelligence Test

Vocational Skills: VACG

Language Tests: Peabody Picture Vocabulary Test

Adaptive Behavior: AAMD Adaptive Behavior Scales and Vineland Adaptive Behavior Scales

Other: Project developed Work Performance Evaluation forms, Employer Satisfaction Interviews, and Interagency Collaboration Survey

Project Title: The Development of a Model Program to Facilitate the Transition of Mildly Handicapped Adolescents from Secondary to Post Secondary Education	**Institute #57**
Project Director: Stephen Hazel	**Competition** 84.023G
Contact Person: Stephen Hazel	**Mailing Address:** 206 Carruth-O'Leary University of Kansas Lawrence, KS 66044
Telephone: (913) 864-4780	
Project Start Date: 9/1/84 **Project End Date:** 8/30/87	**Geographic Area Served:** Part of a county

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PROJECT PURPOSE

To develop and operate a 3-year demonstration project that integrates school and community resources to facilitate the transition of mildly handicapped students from secondary schools to postsecondary education and training programs.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. On-going training and monitoring of in-school program.
2. Development of an evaluation plan.
3. Development of evaluative measures.
4. Evaluate and disseminate project data.
5. Further planning of replication model.
6. Develop and implement the Transition Agency Program.
7. Conduct needs assessment of postsecondary options.
8. Develop products.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school and community mental health center

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Student handbook	1988
Training manual	1988
Mentor's manual	1988

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild emotional disorder	10	14 - 22
Mild learning disability	90	14 - 22

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Mentors

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, comparison of a group of participants to a similar population near program site

On Employers:

Employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:

Program characteristics/demographics, program implementation level

Evaluation Approach(es):

System analysis, goal based and case study

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, and staff evaluator

Type of evaluation reporting and audience:

Final evaluation report for OSERS

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Social Skills: Locally developed Social Skills Assessment

Career Interest Inventories: Self-Directed Search

Other: Locally developed Transition Skill Assessment, project developed observation forms, checklists, interviews, and surveys

Project Title:
Project RESPECT: A Rural Vocational Training Program

Institute #58

Project Director:
Cathy Whitson

Competition 84.023G

Contact Person:
Cathy Whitson

Mailing Address:
Metro Industries
1086 Brentwood Ct.
Lexington, KY 40511

Telephone:
(606) 253-2658

Project Start Date: 9/1/84
Project End Date: 8/30/87

Geographic Area Served:
Eight rural counties

PROJECT PURPOSE

To increase the number of rural special education students who make a successful transition from school to work through a series of training procedures.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Provide vocational training to 100 students.
2. Develop manual for administrators and teachers.
3. Disseminate project information.

PRIMARY GRANTEE

Non-profit community education/rehabilitation facility

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, JTPA service delivery area agent, residential education/rehabilitation facility, community workshop, profit making agency, city/county government, state agency

PROJECT PRODUCTS

Product	Date Available
Brochure	5/87
Replication manual	5/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 200

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 200

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild mental retardation	145	16 - 21
Moderate mental retardation	50	16 - 21
Severe mental retardation	5	16 - 21

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

11 teachers

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number receiving direct services, student/client demographics, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status

On Employers:

Employer characteristics/demographics, employer collaboration level, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Program:

Program characteristics/demographics

Evaluation Approach(es):

Goal based and professional review

Personnel involved in evaluation activities:

Project director, advisory board, and 3rd party evaluator

Type of evaluation reporting and audience:

Formal evaluation report, executive summary, brochure/pamphlet for consumers, OSERS, advisory board

INSTRUMENTATION

Type of instruments used in project evaluation activities

General ability/intelligence tests, vocational skills, academic achievement, adaptive behavior, career interest inventories, survival skills, locally developed dexterity/manual skills instrument, project developed observations and Competency Based Employment Curriculum Rating Scale

Project Title:
Improving the Post Secondary
Education and Employability
of LD Students

Project Director:
Charles Bernacchio

Contact Person:
Charles Bernacchio

Telephone:
(207) 780-4430

Project Start Date: 10/1/84
Project End Date: 9/30/87

Institute #59

Competition 84.023G

Mailing Address:
University of Southern Maine
Human Services Development
Institute
246 Deering Avenue
Portland, ME 04096

Geographic Area Served:
County

PROJECT PURPOSE

To provide postsecondary transitional services to LD students from three participating Southern Maine school districts.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Development of secondary level curriculum modifications.
2. Evaluation of project's intervention.
3. Dissemination of findings.

PRIMARY GRANTEE

Research institute

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, community/junior college, university/four year college, JTPA service delivery area agent, state vocational rehabilitation, and private non-profit.

PROJECT PRODUCTS

Product	Date Available
Parent handbook	6/87
Project developed instruments	9/87
Curricula	9/87
Journal articles	9/87
Schools/community handbook	6/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 35

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 32

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild learning disability	12	17 - 24
Moderate learning disability	20	17 - 24

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

15 parents, 40 agency personnel, 50 teachers, 4 project staff,and 15 administrators

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:

Level of direct service provided to employer

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:

Program characteristics/demographics, program implementation level

Evaluation Approach(es):

System analysis and professional review

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, staff evaluator and evaluation consultant

Type of evaluation reporting and audience:

Formal evaluation report for consumers, OSERS, Transition Institute, advisory board, state division of special education, and vocational rehabilitation

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WISC-R, WAIS, and Slosson

Vocational Skills: COATS

Academic Achievement: Peabody Individual Achievement Test, Wide Range Achievement Test, Woodcock Reading Test, Keymath, and Woodcock Johnson Psychoeducational Battery

Other: Functional Assessment Profile and LD Behavior Checklist, project developed Report of Contact Observation Form, Pre/Post Rating of Training, LD Assessment Summary, and Individual Transition Plan

Project Title:
Training for Effective Transition:
A Training Program for Post Secondary
Adults Residing in a Rural Area

Institute #60

Project Director:
Joyce Beam

Competition 84.023G

Contact Person:
Joyce Beam

Telephone:
(301) 870-3814
(301) 932-6610

Mailing Address:
Charles County Board of
Education
P. O. Box D
La Plata, MD 20646

Project Start Date: 7/1/84
Project End Date: 6/30/87

Geographic Area Served:
Rural area

PROJECT PURPOSE

To implement a comprehensive employment and training transition program for handicapped students from four regular high schools and a center for students who are moderately and severely handicapped.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continue providing program information to parents.
2. Collect and organize intake data regarding employment trends in the area.
3. Conduct career awareness for current school-age students of employment options.
4. Analyze individual student data.

PRIMARY GRANTEE

Local education agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Community/junior college, community workshop, and community education/rehabilitation facility

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Project developed instruments	Currently available
Journal articles	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 120

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 120

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe emotional disorder	5	18+
Learning disability	60	18+
Mild mental retardation	30	18+
Moderate mental retardation	25	18+

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Agency personnel, teachers, and project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:

Level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:

Postsecondary education/training demographics

On Program:

Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):

System analysis, goal based, decision making and professional review

Personnel involved in evaluation activities:

Project director, project staff, and 3rd party evaluator

Type of evaluation reporting and audience:

Formal evaluation report for consumers, OSERS, and local education agency

Project Title:
Project TEE: Transitional Employment
Support for Disabled Students

Project Director:
Cynthia Andrews

Contact Person:
Cynthia Andrews

Telephone:
(603) 624-0600

Project Start Date: 10/1/84
Project End Date: 9/30/87

Institute #61

Competition 84.023G

Mailing Address:
Transitional Employment
Enterprises
1361 Elm Street
Manchester, NH 03103

Geographic Area Served:
Small town (5,000 - 100,000)
with no public transportation
and rural areas

PROJECT PURPOSE

To provide a transitional employment program based in the private sector for students aging out of special education systems in New Hampshire.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continue networking with school systems and vocational rehabilitation.
2. Continue job placement and job development.

PRIMARY GRANTEE

Private, non-profit agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, state vocational rehabilitation agency, profit making agency, area vocational centers

PROJECT PRODUCTS

Product	Date Available
Resource manual	9/86
Resource materials	9/86

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 36

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 36

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe mental retardation	18	16 - 22
Severe physical handicap	18	16 - 22

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:

Employer characteristics/demographics, employer satisfaction with student/client, project activities, etc.

Evaluation Approach(es):

Goal based and system analysis

Personnel involved in evaluation activities:

3rd party evaluator, project staff and committee from Board of Directors

Type of evaluation reporting and audience:

Formal evaluation report for OSERS

INSTRUMENTATION

Project developed status change forms, time cards, worksite billing form and weekly slot level reports

Project Title:
Project READDY

Project Director:
Dianne Berkell

Contact Person:
Dianne Berkell

Telephone:
(516) 299 - 2125

Project Start Date: 9/1/84
Project End Date: 8/30/87

Institute #62

Competition 84.023G

Mailing Address:
Department of Education
C.W. Post Campus
Long Island University
Brookville, NY 11548

Geographic Area Served:
Suburb of a metropolitan area

PROJECT PURPOSE

To prepare severely handicapped autistic students, through a community-based vocational training program, for competitive employment positions.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Institutionalization of the program (READDY) as part of the Nassau Center's ongoing curriculum.
2. Establishment and utilization of linkages with cooperating agencies to obtain job placements and supervision for aging-out students.
3. Product development.

PRIMARY GRANTEE

Private secondary school, local education agency, university/four year college and private non-profit agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

JTPA service delivery area agent, city/county government, and state agency

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Training manual	9/87
Video tape	9/87
Journal articles	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 40

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 20

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe autism	20	16 - 21

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

40 parents/guardians, 40 teachers, 10 business/industry personnel, and 8 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number receiving direct services, student/client demographics, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client employment status, general adaptive behavior

On Employers:

Employer characteristics/demographics, employer collaboration level, employer satisfaction with student/client, project activities, etc., employer outcome status.

Evaluation Approach(es):

System analysis, goal based and professional review

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, advisory board, 3rd party evaluatior

Type of evaluation reporting and audience:

Formal evaluation report for OSERS, Transition Institute, advisory board

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Adaptive Behavior: AAMD Adaptive Behavior Scales

Other: Project developed informal criterion-referenced measures to assess student progress, primarily based on task analyses of jobs and social interaction.

Project Title:
Undergraduate Training Program to Enhance Employment Opportunities for LD College Students

Institute #63

Project Director:
Marijanet Doonan

Competition 84.023G

Contact Person:
Marijanet Doonan

Telephone:
(914) 359-9500 X285

Mailing Address:
St. Thomas Aquinas College
Route 340
Sparkill, NY 10976

Project Start Date: 10/1/84
Project End Date: 9/30/87

Geographic Area Served:
Suburb of a metropolitan area

PROJECT PURPOSE

To collaborate with Rockland County Association in order to enhance employability opportunities for learning disabled college graduates through a program which was established in 1982. A career training component is planned.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continuation of career seminars.
2. Continued use of vocational interest and aptitude inventories for careeer planning.
3. Continued development of training materials.
4. Expanded liaisonships with business and industry.
5. Develop and implement student internships.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Private non-profit agency

PROJECT PRODUCTS

Product	Date Available
Brochure	Fall 1987
Newsletter	Fall 1987
Slide presentation	Fall 1987
Video tape	Fall 1987

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 50

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 25

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild learning disability	20	18 - 28
Moderate learning disability	5	18 - 28

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Parents, teachers, business/industry personnel, and project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client follow-up status, student/client employment status

On Employers:

Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:

Level of direct service provided by project, postsecondary education/training outcomes

On Program:

Program characteristics/demographics, program implementation level

Evaluation Approach(es):

Case study

Personnel involved in evaluation activities:

Project director, evaluation consultant

Type of evaluation reporting and audience:

Report for consumers, Office of Vocational Rehabilitation, and secondary/postsecondary college programs

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Career Interest Inventories: Strong Campbell Interest Inventory and Choices

Other: Project developed observation forms, interviews and surveys

Project Title:
Postsecondary Nonsheltered Vocational Training and Continuing Education for Severely Handicapped Young Adults

Institute #64

Project Director:
Jan Nisbet

Competition 84.023G

Contact Person:
Jan Nisbet

Telephone:
(315) 423-4121

Mailing Address:
Division of Special Ed. &
Rehabilitation
Syracuse University
805 S. Crouse Avenue
Syracuse, NY 13210

Project Start Date: 10/1/84
Project End Date: 9/30/87

Geographic Area Served:
Metropolitan area (100,000+) with public transportation

PROJECT PURPOSE

To provide appropriate services and training that will prepare severely handicapped post-secondary age young adults for maximum participation in community based competitive employment sites, through instruction in criterion routines and in "best example" and/or general case training environments.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continue validation of coordinated nonsheltered and continuing education program at the Onondaga Community College.
2. Continue validation of vocational transitional planning and training process to prepare postsecondary severely handicapped youth for nonsheltered environments.
3. Establish cost effectiveness and maintenance.
4. Replicate model.
5. Establish a vocational transitional task force.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, community/junior college, JTPA service delivery area agent, state vocational rehabilitation, state developmental disabilities, private non-profit agency, and state residential education/rehabilitation facility, and community workshop

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Training manual	9/87
Replication manual	9/87
System Process Design Manual	9/87
Curriculum Manual	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1500

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 24

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate/Severe mental retardation	18	16+
Moderate/Severe physical handicap	2	16+
Moderate/Severe communication disorder	4	16+

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Parents, school district personnel, and county area placement consortium

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, student/client progress in training program, student/client progress in educational program, student/client employment status, student/client outcome status

On Employers:
Employer characteristics/demographics, employer collaboration level

On Postsecondary Education:
Postsecondary education/training demographics

On Program:
Program implementation level, program replication.

Evaluation Approach(es):
System analysis and decision making

Personnel involved in evaluation activities:
Project director, project coordinator, staff evaluator and task force

Type of evaluation reporting and audience:
Formal evaluation report for OSERS

INSTRUMENTATION

Project developed Community Employment Data Collection Form, Job Site Data Collection Form, Parent/Guardian Inventory, College for Living Education Questionnaire

Project Title: Distributed Supported Work Project	**Institute #65**
Project Director: Larry Rhodes	**Competition** 84.023G
Contact Person: Larry Rhodes	**Mailing Address:** Specialized Training Project University of Oregon 135 Education Eugene, OR 97403
Telephone: (503) 686-5311	
Project Start Date: 10/1/84 **Project End Date:** 9/30/87	**Geographic Area Served:** County

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PROJECT PURPOSE

To improve the range and level of work benefits experienced by most postsecondary individuals with severe handicaps through placement and long term support in competitive job sites.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Model extension and replication in two sites.
2. Dissemination of project results.
3. Final preparation of manuals and materials.
4. Fully establish demonstration site in Eugene, OR.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Local education agency, profit making agency, state mental health, state education agency, state developmental disabilities, private non-profit agency, and Association for Retarded Citizens

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Training manual	Currently available
Project developed instruments	Currently available
Operations manual	3rd Year

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 35

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 35

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe/profound mental retardation	35	16 - 21+

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Parents, teachers, project staff, and Board of Directors

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Student/client demographics, student/client progress in training program, student/client integration into environment, student/client employment status

On Employers:
Employer satisfaction with student/client

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):
System analysis and decision making

Personnel involved in evaluation activities:
Project director, project coordinator, project staff, and evaluation specialist

Type of evaluation reporting and audience:
Formal evaluation report for OSERS and professional organizations

INSTRUMENTATION

Project developed Fidelity of Implementation Checklist, Model Utility Checklist, Consumer Satisfaction Rating Scale, Purchaser Satisfaction Rating Scale, Employer Satisfaction Rating Scale, Worker Performance Record and Dissemination Activities Log Book

NOTE: Project Profile generated by Technical Assistance Program staff from grant application(s) and previous year's Project Profile.

Project Title: Providing Realistic Opportunities for Gainful Rehabilitative Employment Success in Society	Institute #66
Project Director: Donna M. Bupp	Competition 84.023G
Contact Person: Donna M. Bupp	**Mailing Address:** Association for Retarded Citizens 305 S. Burrowes Street State College, PA 16801
Telephone: (814) 238-1444	
Project Start Date: 9/15/84 **Project End Date:** 9/14/87	**Geographic Area Served:** Part of a county

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PROJECT PURPOSE

To expand the continuum of services for the developmentally disabled in Centre County to include on-site competitive employment training.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continue to operate a referral network identifying developmentally disabled students who may benefit from competitive work training and placements.
2. Continue to enter into competitive training-supervision agreements with employers in Centre County.
3. Host employer awareness workshops.
4. Development of social skills training workshop for students.
5. Expand services to students in outlying school districts.

PRIMARY GRANTEE

Association for Retarded Citizens (private non-profit agency)

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, private secondary school, local education agency, JTPA service delivery area agent, profit making agency, city/county government, state vocational rehabilitation agency, state education agency

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Training manual	Currently available
Project developed instruments	Currently available
Curricula	Currently available
Journal articles	Currently available
Replication manual	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 60

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 58

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild/moderate learning disability	13	16 - 21
Mild/moderate mental retardation	44	16 - 21
Severe physical handicap	1	17

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

31 parents, 7 teachers, 15 agency personnel, 10 project staff, and 45 business/industry personnel

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

Evaluation Approach(es):

System analysis, goal based and case study

Personnel involved in evaluation activities:

Project director, project staff

Type of evaluation reporting and audience:

Formal evaluation report for OSERS

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Vocational Skills: VACG

Language Tests: Peabody Picture Vocabulary Test

Social Skills: Work PLUSS

Career Interest Inventories: Client interview

Survival Skills: Client interview

Daily Living Skills: Client interview

Dexterity/Manual Skills: Task analysis

Other: Project developed daily observation; task analysis/work station analysis checklists; employer, parent, teacher and student satisfaction checklist and interview; permanent products including client interview and task analysis.

Project Title:
Post Secondary Training

Project Director:
Judy Schrag

Contact Person:
Carla Jackson

Telephone:
(206) 753-6733

Project Start Date: 7/1/84
Project End Date: 6/30/87

Institute #67

Competition 84.023G

Mailing Address:
Assistant Superintendent of
Public Instruction
Old Capitol Builiding FG-11
Olympia, WA 98504

Geographic Area Served:
State

PROJECT PURPOSE

To develop a model for coordinating the placement and maintenance of special education graduates in post high school training programs.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Transition needs assessment - one additional school district.
2. Development of Comprehensive Transition Process - one school district.
3. School to DVR/DDD referral system - one school district.

PRIMARY GRANTEE:

State Education Agency, State Vocational Rehabilitation, and State Division of Developmental Disabilities

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Local education agency and university/four year college

PROJECT PRODUCTS

Product	Date Available
Journal articles	7/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 2,500

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 247

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Autism	14	15 - 21
Behavioral disorders	127	15 - 21
Developmental disability	711	15 - 21
Health impairment	46	15 - 21
Hearing impairment	127	15 - 21
Learning disability	1538	15 - 21
Physical handicap	29	15 - 21
Visual impairment	26	15 - 21

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

75 parents and 53 teachers

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Student/client work experience background data, assessment results for student/client, student/client follow-up status

On Postsecondary Education:

Postsecondary education/training demographics

Evaluation Approach(es):

System analysis

Personnel involved in evaluation activities:

Project director and project coordinator

Type of evaluation reporting and audience:

Formal evaluation report for OSERS and advisory board

INSTRUMENTATION

Locally developed Comprehensive Transition Programming Survey

COMPETITION PROFILE: CFDA 84.078C

POSTSECONDARY EDUCATION PROGRAMS FOR HANDICAPPED PERSONS: DEMONSTRATION PROJECTS

INITIAL COMPETITION: 3/7/85
SECOND COMPETITION: 12/16/85

PURPOSE OF COMPETITION

The purpose of this competiton was to provide assistance for the development, operation, and dissemination of specially designed model programs of postsecondary, vocational, technical, continuing, or adult education for individuals with handicapping conditions. The absolute priority for this competition was for model projects of supportive services to individuals with handicapping conditions, other than deafness, that focus on specially adapted or designed educational programs that coordinate, facilitate, and encourage education of these individuals with their nonhandicapped peers. Applicants were encouraged to consider program and curricular adaptations or modifications, or the creation and enhancement of placement linkages that would improve the transition to work. In the initial competition applicants were encouraged to develop models of generic postsecondary services for students which improve the transition to work, including program adaptation, curricula design and modification, progam organization, and placement linkages. Projects in vocational technical schools and institutions, and at community colleges and other two year institutions were especially invited. Projects were to produce information and practices which would facilitate their replication in other agencies and improve work opportunities for persons with handicaps who are served in postsecondary settings. The second competition also focused on the absolute priority of the initial competition, however, the invitational priority for the second competition specified a focus on individuals with specific learning disabilities.

AUTHORITY

Authority for this program is contained in Section 625 of Part C of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

State educational agencies, institutions of higher education, junior and community colleges, vocational and technical institutions, and other nonprofit educational agencies were eligible for both the initial and second competitions.

FUNDS AVAILABLE

Approximately $1,000,000 was available for support of an estimated 12 - 14 new grants in fiscal year 1985. The approximate amount available for the second competition (fiscal year 1986) was $800,000 for support of 12 new demonstration projects.

NUMBER OF GRANTS AWARDED

In FY1985, 14 demonstration grants were awarded. In FY1986, 13 new demonstration grants were awarded.

DURATION

For FY1985 and FY1986, grant approval was for two and three-year periods subject to an annual review of progress and availability of funds. Four projects funded under the initial competition expired in 1986.

SUMMARY OF 84.078C PROJECT PROFILES

PRIMARY GRANTEE

Fourteen universities and five community colleges received grant awards under this competition. Joint funding was reported for a local education agency and a private non-profit community education/rehabilitation agency and between a state education agency and area voc-tech center. A research institute and community rehabilitation facility also received grant awards.

PROJECT PARTICIPANTS

The initial competition was for projects of supportive services to individuals with handicapping conditions, other than deafness. The second competition offered an invitational priority for projects focusing on individuals with specific learning disabilities. The 23 projects reporting under this competition estimated an impact on approximately 10,102 individuals with handicapping conditions. Direct services are being provided to approximately 3187 youth/adults by the 23 projects. Approximately 78% of those individuals receiving direct services have a learning disability. Persons with cerebral palsy or a physical handicap comprise 5% of the number served under this competition. The age range in this competition is from 16 - 60 years. Minority and economically disadvantaged groups were not indicated, and less than 1% of those served were reported as substance abusers.

Twenty-one projects indicated the provision of related service components. Ten projects reported serving an estimated 2900 teachers. Postsecondary faculty were indicated as a group receiving related services by four projects, and university/college students were reported by five projects. Ten projects are providing related services to approximately 133 agency personnel and two projects specifically identified guidance counselors as project participants.

COOPERATING AGENCIES & ORGANIZATIONS

Fifteen projects indicated involvement with cooperating agencies or organizations. The most frequently reported agencies were local education agencies, public secondary schools, community colleges and state agencies. Of those reporting collaboration with state agencies, five indicated cooperation with the state vocational rehabilitation agency.

PRODUCTS

Twenty-three projects reported on product development. Thirteen projects indicated development of a brochure. Project developed instruments were indicated as products by 11 projects, and 15 projects indicated development of journal articles. In addition, over 25% of the projects indicated video tapes, curricula, replication manuals newsletters, and/or training manuals as products. Individual projects also reported development of postsecondary faculty handbooks, counselor handbook, and in-service training materials.

PROJECT EVALUATION PLAN

System analysis was reported as an evaluation approach by 15 projects under this competition. Six of these projects indicated use of a goal based approach in conjunction with system analysis. A total of 12 projects reported utilizing a goal based approach. Eight projects reported case study as an evaluation approach with seven using it in conjunction with another approach.

All projects in this competition are collecting evaluation information on student/client. The number receiving services and student/client demographics are being compiled by the majority of the projects. Other evaluation information being collected most frequently by projects includes number referred to project services, student/client educational background, assessment results, student/client follow-up status. Evaluation information on employers is being collected by six projects with four compiling data on employer satisfaction with student/client, project activities, etc.. Postsecondary education/training data is being collected by 19 projects. The majority of projects are collecting information on postsecondary satisfaction with student/client participation, project activities, etc. and postsecondary education/training outcomes. Nineteen projects are collecting evaluation data on their programs. Program characteristics/ demographics are being compiled by 18 projects. Five projects are looking at program replication.

Twenty-two projects reported on the instrumentation utilized in project evaluation activities. General ability/intelligence tests, academic achievement tests, and career interest inventories are the most common type of commerically available instruments used by these projects. At least eight projects indicated the use of project developed observations, rating scales, interviews, and surveys, the majority being attitude surveys.

PROJECT OBJECTIVES

Twenty-one projects in this competition reported on project objectives. The area of assessment/referral is being addressed by 16 projects. Seven projects indicated objectives related to placement into competitive employment. Placement of students into postsecondary education settings was indicated as an objective by ten projects. Nineteen projects reported on objectives in the area of training/education, of which nonvocational training/education was reported by 14 projects. The majority of projects indicated objectives in the general area of counseling, with career exploration being reported by 14 projects. Development of peer support groups was indicated by 12 projects.

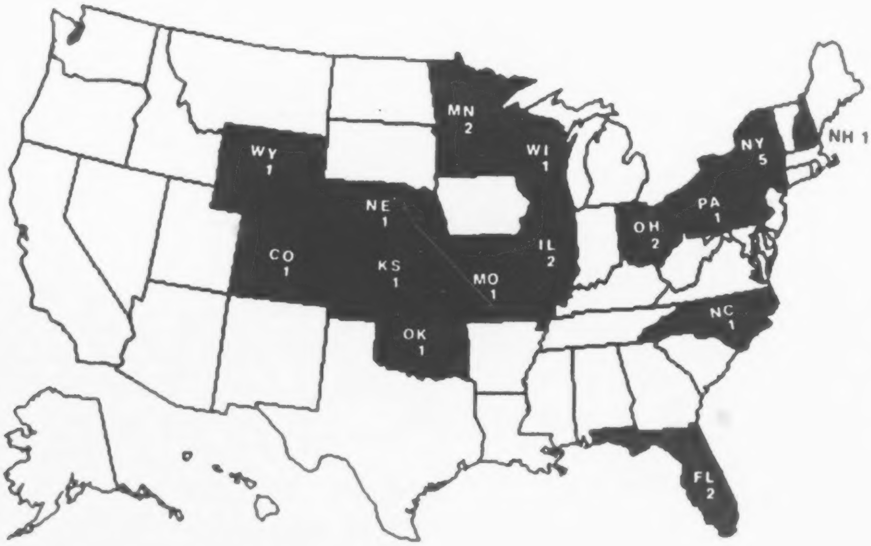
Fourteen projects are addressing objectives in the area of program development, all of which indicated development and implementation of a service delivery model. Twelve projects indicated curriculum development as an objective. Seventeen projects reported dissemination of information as an objective and 14 projects are involved in development and dissemination of products. Two projects indicated model replication as an objective. Conducting conferences/seminars as a means of dissemination is an objective for the majority of projects reporting in this competition.

Seventeen projects indicated objectives in the general area of agency coordination, the majority being involved with network development among service providers. Development of interagency agreements is an objective being undertaken by 12 projects. The largest number of projects (19) reported objectives in the area of manpower training. Conducting workshops to train professionals, paraprofessionals, parents, etc. was indicated by the majority of the projects. Fifteen projects reported objectives related to research.

GEOGRAPHIC AREA SERVED

Twenty-three projects are currently funded under this competition and are located in 15 different states (see Map below). The state of New York has five projects. Florida, Illinois, Minnesota, and Ohio each have two projects. Over one-half of the projects are providing services to large geographic areas. Nine projects are serving regions within a state (more than one county), two projects are nationwide, two projects are serving a region of the nation (more than one state), and two projects are statewide. Seven projects are serving major metropolitan areas of which one includes more than one county. Two projects serve either a county or a portion of a county.

LOCATION OF 84.078C PROJECTS



Project Title: Transition to Community Employment	**Institute #115**
Project Director: Karen C. Spencer	**Competition** 84.078C
Contact Person: Karen C. Spencer	**Mailing Address:** Colorado State University Project TCE 104 Gibbons Fort Collins, CO 80523
Telephone: (303) 491-5930	
Project Start Date: 10/1/85 **Project End Date:** 9/30/88	**Geographic Area Served:** Part of a county

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PROJECT PURPOSE

To establish linkages between the educational system, existing adult vocational services and community employers. Postsecondary teens and adult participants will be placed on the job within normalized community settings with training and ongoing support as needed. Develop/disseminate criterion-referenced assessment instruments; develop on-the-job training methods and resources; vocational placement of 55 adults in normalized community settings; 9 graduate and 50 undergraduates will be trained; development, dissemination of overall evaluation procedures; and identification of funding sources beyond grant period.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continued assessment, job development and placement of post secondary adults with disabilities (15 - 20 targeted).
2. Completion and/or continuation of research related to supported employment: cost-benefit analysis, employer/employee characteristics.
3. Establishment of cooperative interagency agreement to assure employment oucomes for persons with disabilities.
4. Dissemination through workshops and publications.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, community workshop, and state agencies

PROJECT PRODUCTS

Product	Date Available
Project brochure	Currently available
Training manual	Currently available
Project developed instruments	Currently available
Videotape	1988
Journal articles	1988 - 89
Replication manual	1988

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 50 - 60

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 50 - 60

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

30 agency personnel, and 50 university students

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate behavioral disorders	10	18+
Moderate brain damage	2	18+
Moderate cerebral palsy	2	18+
Severe cerebral palsy	3	18+
Moderate communication disorder	10	18+
Severe communication disorder	3	18+
Mild developmental disability	20*	18+
Moderate developmental disability	10*	18+
Moderate emotional disorder	10	18+
Severe emotional disorder	2	18+
Moderate epilepsy	20	21+
Moderate hearing impairment	3	18+
Mild learning disability	10	18+
Severe learning disability	5	18+
Mild mental retardation	20	18+
Moderate mental retardation	5	18+
Severe speech impairment	3	18+
Moderate traumatic head injury	2	20+

(* indicates some overlap in numbers)

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client work experience background data, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:

Level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

On Program:

Program characteristics/demographics, program implementation level

Evaluation Approach(es):

System analysis and goal based

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, and staff evaluator

Type of evaluation reporting and audience:

Formal evaluation report for consumers, OSERS, Transition Institute, advisory board, state vocational rehabilitation, state developmental disabilities, state department of education, and local vocational provider agencies.

INSTRUMENTATION

Locally developed vocational needs assessment for functional and situational assessments, project developed worker performance rating scale, employer's project evaluation rating scale, Colorado Progress Assessment Review interview, and data collection instrument for level and type of staffing to meet individual needs.

Project Title: Demonstration Project for Learning Disabled Students	**Institute #122**
Project Director: Doris Rader	**Competition** 84.078C
Contact Person: Doris Rader	**Mailing Address:** Brevard Community College 1519 Clearlake Road Cocoa, FL 32922
Telephone: (305) 632-1111	
Project Start Date: 8/15/86 **Project End Date:** 8/14/87	**Geographic Area Served:** County

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PROJECT PURPOSE

To provide additional support services for Learning Disabled students at Brevard Community College. These services are to supplement the program already in existence.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Conduct two family workshops in the Fall and Spring for LD students and family members.
2. Conduct in-service training sessions for faculty and staff.
3. Develop faculty handbook developed by a committee of faculty and students.
4. Develop modules and worksheets for educational support.
5. Tracking of grades.

PRIMARY GRANTEE:

Community/junior college

PROJECT PRODUCTS

Product	Date Available
Brochure	7/87
Student handbook	7/87
Project developed instruments	6/87
Faculty handbook	7/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 168

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 25

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Learning disability	25	18 - 58

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

10 parents, 60 teachers, and 10 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program

On Postsecondary Education:

Postsecondary education/training outcomes

Evaluation Approach(es):

Professional review

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, and staff evaluator

Type of evaluation reporting and audience:

Formal evaluation report for OSERS

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: Slosson Intelligence Test and WAIS-R

Academic Achievement: Wide Range Achievement Test, Woodcock Johnson Psychoeducational Battery and Peabody Individual Achievement Test

Language Tests: Peabody Picture Vocabulary Test and the Woodcock Reading Test Battery

Other: Project developed Faculty Observation Checklist, Student Self-Rating Checklist, and Initial Interview Survey Sheet

Project Title: Demonstration Project for LD	**Institute #114**
Project Director: Susan Ruder	**Competition** 84.078C
Contact Person: Susan Ruder	**Mailing Address:** Miami-Dade Community College - North 11380 N.W. 27th Avenue Miami, FL 33167
Telephone: (305) 347-1272	
Project Start Date: 10/1/85 **Project End Date:** 9/30/87	**Geographic Area Served:** County with metropolitan area (100,000+) with public transportation

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PROJECT PURPOSE

To maximize utilization of existing resources to provide a continuum of services to LD adults thereby improving employability skills and closing the gaps in service which currently exist. Specific focus is given to establishing linkages for LD students and adults in the community.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. To develop a comprehensive transitional program which features an assessment lab coupled with a Psychology of Career Adjustment Course. This will provide the LD adult with comprehensive assessment, career guidance and job placement services.
2. In-service training program and materials designed especially for vocational rehabilitation counselors, special education teachers, educators and vocational educators involved in adult and vocational/technical education.

PRIMARY GRANTEE:

Community/junior college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

State vocational rehabilitation

PROJECT PRODUCTS

Product	Date Available
Brochure	9/87
Project developed instruments	9/87
Video tape	9/87
In-service training materials	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 300

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 120

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Learning disability	120	No age given

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Agency personnel and teachers

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Student/client work experience background data, assessment results for student/client, student/client progress in educational program, student/client follow-up status, student/client employment status

On Employers:
Employer characteristics/demographics

On Program:
Program characteristics/demographics

Evaluation Approach(es):
System analysis and decision making

Personnel involved in evaluation activities:
Project director, associate project director, review panel and project consultant

Type of evaluation reporting and audience:
Formal evaluation report for OSERS, professional organizations and project staff

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: Rossman/Perez Observational Checklist

Career Interest Inventories: Career Development Inventory and Choices

Other: Exit interview; project developed Barriers to Employment Survey; Follow-up Survey on Products; and In-service Training Evaluation form

NOTE: Project Profile generated by Technical Assistance Program staff from grant application(s) and previous year's Project Profile.

Project Title:
NIPEP: Northern Illinois Postsecondary Education Project

Institute #116

Project Director:
Ernie Rose
William Bursuck

Competition 84.078C

Contact Person:
Ernie Rose

Telephone:
(815) 753-8465

Mailing Address:
Northern Illinois University
Department of Educational
Psychology & Special Ed.
240 Graham Hall
DeKalb, IL 60115

Project Start Date: 8/15/86
Project End Date: 8/14/89

Geographic Area Served:
Region within a state including more than one county

PROJECT PURPOSE

To develop and implement a model postsecondary service system for learning disabled students at Northern Illinois University and 17 community colleges in Northern Illinois.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Develop a regional system of comprehensive services for postsecondary LD students.
2. Implement the NIPEP model in 3 Northern Illinois community colleges and NIU.
3. Replicate and evaluate the NIPEP model in 6 new Northern Illinois community college sites.
4. Include competencies related to service delivery for postsecondary LD students into existing and new preservice teacher education programs at NIU.
5. Provide on-going inservice training and technical assistance to additional community colleges/universities throughout the State of Illinois with respect to model development, implementation and evaluation.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, community/junior college, community education/rehabilitation facility

PROJECT PRODUCTS

Product	Date Available
Abstract	Currently available
Training manual	1989
Project developed instruments	Currently available
Operations manual	1989

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,000

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 800

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Learning disability	225	18 - 40

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

29 faculty and 32 undergraduate students

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Intake/referral information, number receiving direct services, student/client educational background data, assessment results for student/client, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):

System analysis and decision making

Personnel involved in evaluation activities:

Project co-directors, project advisory board, site advisory committees, and Disabled Student Services Consortium

Type of evaluation reporting and audience:

Formal evaluation report for OSERS, advisory board, State Board of Education, community colleges

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: Woodcock Johnson Psychoeducational Battery

Academic Achievement: Woodcock-Johnson Psychoeducational Battery and Curriculum-based Assessment Instruments

Language Tests: Informal essay

Adaptive Behavior: Woodcock-Johnson SIB (Part 4)

Social Skills: Interview and Case History

Career Interest Inventories: College Entrance Assessment Batteries

Survival Skills: Informal Assessment

Other: Academic Probes; Environmental Checklist; Personal Interview; Faculty Referral Checklist; Student Self-Referral Form; Site Implementation Assessment; NIPEP Utility Checklist; NIPEP Satisfaction Rating; Consumer Follow-up; and High School Referral Form

Project Title: Model Orientation Program for Persons with Learning Disabilities	**Institute #126**
Project Director: Sally Vernon	**Competition 84.078C**
Contact Person: Steve Oscharoff **Telephone:** (312) 781-9430 X2967	**Mailing Address:** Chicago City-Wide College 30 East Lake Street Room 1045 Chicago, IL 60601
Project Start Date: 10/1/86 **Project End Date:** 9/30/88	**Geographic Area Served:** Metropolitan area (100,000+) with public transportation

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PROJECT PURPOSE

To demonstrate, evaluate, and disseminate a Model Orientation Program for individuals with specific Learning Disabilities. It will prepare project participants to devise strategies to offset the functional limitations associated with their disability, thereby facilitating their ability to successfully complete postsecondary educational and vocational programs.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Develop and refine a "college survival skills" type curriculum.
2. Offer the curriculum to students enrolling or enrolled in vocational programs of the Chicago City Colleges.
3. Evaluate the success of the curriculum by assessing behavior changes of faculty and students.
4. Disseminate the results of the program.
5. Offer on-going technical assistance to City Colleges staff and community organizations.

PRIMARY GRANTEE

Community/junior college

PROJECT PRODUCTS

Product	Date Available
Project developed instruments	On-going
Curricula	9/88
Journal articles	9/88

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 125

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 80

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe learning disability	80	18-60

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Agency personnel, college faculty, project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client outcome status

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:

Program characteristics/demographics

Evaluation Approach(es):

Decision making

Personnel involved in evaluation activities:

Project coordinator and third party evaluator

Type of evaluation reporting and audience:

Formal evaluation report for advisory board, community colleges board, OSERS, Illinois State Board of Education.

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS

Special Aptitude Tests: Bennett Hand Tool Dexterity

Vocational Skills: VALPAR

Academic Achievement: Wide Range Achievement Test, Stanford ACT

Adaptive Behavior: Woodcock Johnson

Career Interest Inventories: Becker Reading-Free Interest Survey, Strong Campbell Interest Inventory, Career Assessment Inventory, locally developed CDSS Inventory

Survival Skills: Woodcock Johnson

Other: Project developed observation forms, interviews, and surveys.

Project Title:
Access Postsecondary Education
for Rural Handicapped Students

Project Director:
Ninia Smith

Contact Person:
Ninia Smith

Telephone:
(913) 628-4213

Project Start Date: 7/1/86
Project End Date: 10/1/88

Institute #127

Competition 84.078C

Mailing Address:
Special Education
Fort Hays State University
Hays, KS 67601

Geographic Area Served:
Rural region within a state

PROJECT PURPOSE

To facilitate access of rural handicapped students to appropriate postsecondary education through identification of available programs, self-advocacy seminars, a life planning course, and postsecondary faculty inservice and technical assistance.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Develop information brochure for faculty concerning background and teaching suggestions for disabled students, i.e., LD, VI, HI, BD, OH.
2. Develop disabled students' advising guide for postsecondary faculties.
3. Visit classrooms in each school to inform students of options and opportunities in postsecondary education.
4. Research, design, and produce a Disabled Student Handbook Model.
5. Develop listing of student resources.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, community/junior college, voc-tech school, state vocational rehabilitation.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Student handbook	Spring 1988
Faculty advising guide	Fall 1987
Service flyer	Currently available
Journal articles	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 160

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 120

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild behavioral disorder	1	16 - 25
Moderate cerebral palsy	1	16 - 35
Severe cerebral palsy	1	16 - 35
Mild developmental disability	1	16 - 25
Severe health impairment	2	16 - 25
Moderate hearing impairment	7	16 - 28
Severe hearing impairment	1	16 - 28
Mild learning disability	37	16 - 25
Moderate learning disability	14	16 - 25
Severe learning disability	9	16 - 25
Mild mental retardation	1	16 - 25
Moderate physical handicap	10	16 - 30
Moderate spinal cord injury	2	16 - 30
Severe visual impairment	2	16 - 25

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

40 parents, 25 faculty, 3 project staff, and 25 teachers, counselors

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, number receiving direct services, student/client demographics, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client outcome status

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project

Evaluation Approach(es):

System analysis and case study

Personnel involved in evaluation activities:

Project director and project coordinator

Type of evaluation reporting and audience:

Formal evaluation report and brochure/pamphlet for OSERS, consumers, and advisory board.

NSTRUMENTATION

Type and name of instruments used in project evaluation activities

Social Skills: (in the process of selecting instrument)

Other: Rotter Locus of Control and project developed Interest and Expectation Checklist, Postsecondary Awareness Rating Scale and Faculty Attitudes Survey

Project Title:
University of Minnesota General College Demonstration Project

Project Director:
Terry Collins

Contact Person:
Terry Collins

Telephone:
(612) 625-8384

Project Start Date: 8/1/85
Project End Date: 7/31/88

Institute #104

Competition 84.078C

Mailing Address:
University of Minnesota
General College
216 Pillsbury Drive, SE
106 Nicholson Hall
Minneapolis, MN 55455

Geographic Area Served:
Metropolitan area (100,000+) with public transportation

PROJECT PURPOSE

To develop tests, implement, evaluate, and disseminate writing curriculum for mainstreamed LD college students with transition to work orientation.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. To increase the retention and academic performance levels of mainstreamed LD postsecondary students
2. To increase the ability of LD postsecondary students to use varied media, e.g., word processing, writing
3. To increase awareness of community-related employment adaptations available to LD persons to facilitate transition-to-work
4. Disseminate knowledge/findings in timely, effective way with the goal of supporting replication/adaptation in other settings
5. Evaluate project's achievement

PRIMARY GRANTEE

University/four year college

PROJECT PRODUCTS

Product	Date Available
Newsletter	Currently available
Journal articles	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 70

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 70

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild learning disability	20	17 - 52
Moderate learning disability	30	17 - 52
Severe learning disability	20	17 - 52

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

4 teachers and 3 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program, student/client follow-up status, matched control of non-LD students

On Employers:
Employer information interviews

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:
Program characteristics/demographics, program implementation level

Evaluation Approach(es):

System analysis, professional review, and case study

Personnel involved in evaluation activities:

Project director, project staff, and staff evaluator

Type of evaluation reporting and audience:

Formal evaluation report for consumers, and U.S. Department of Education

INSTRUMENTATION

WAIS-R, Daly-Miller Scale of Writing Apprehension and locally developed Attitude and History Writing Samples Survey

Project Title:
Secondary/Postsecondary Transition
Grant for LD Youth

Project Director:
Lynda Price

Contact Person:
Lynda Price

Telephone:
(612) 625-7578
(612) 625-8384

Project Start Date: 9/1/86
Project End Date: 8/31/89

Institute #117

Competition 84.078C

Mailing Address:
106 Nicholson Hall
216 Pillsbury Drive S.E.
General College
University of Minnesota
Minneapolis, MN 55455

Geographic Area Served:
Metropolitan area (100,000+)
with public transportation

PROJECT PURPOSE

To track 40 LD juniors and gather data on the transition process from juniors to first year in a chosen postsecondary setting; provide information and a vehicle to network for service providers for LD adolescents and adults in the Twin Cities area; develop/implement/evaluate a model for various agencies of different types (i.e., community college, 4-year college, private non-profit agency, public school system, etc.) to deliver effective services for the targeted population and their families; develop appropriate materials or strategies that would facilitate effective transition for secondary and postsecondary LD populations whenever possible; write, gather or review professional literature germane to the area of transition for other LD service providers.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Hire staff and set up liaison activities among the cooperating institutions.
2. Chose initial grant participants (i.e., 13 juniors and 16 seniors).
3. Write a bibliography with approximately 75 citations about transition from the professional literature.
4. Send a newsletter to approximately 200 people about the grant.
5. Develop and start to pilot a questionnaire dealing with transition issues (including a set of innovative videotapes).
6. Submit articles for publication.
7. Start a series of working papers on counseling LD adolescents and adults.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, community/junior college, community workshop, community education/rehabilitation, community workshop, community education/rehabilitation facility, research institute, state agencies, private non-profit agency, Association for Retarded Cititzens, Association for Learning Disabilities

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Training Manual	Currently available
Project developed instruments	Currently available
Slide presentation	8/87
Journal articles	Currently available
Bibliography	Annual
Working papers	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 75 - 100

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 70

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Learning disability	70	adolescents and adults

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

80 parents, 20 agency personnel, 40 teachers, 5 project staff, and 10 local and statewide LD service providers

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client outcome status

On Postsecondary Education:
Postsecondary education/training demographics, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:
Program characteristics/demographics, program replication.

Evaluation Approach(es):
System analysis, goal based, decision making, professional review, and case study

Personnel involved in evaluation activities:
Project director, project staff, and staff evaluator

Type of evaluation reporting and audience:
Formal evaluation report, brochure/pamphlet and newsletter for consumers, OSERS, Transition Institute, Advisory Board, and local service providers.

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS-R

Special Aptitude Tests: General Aptitude Test Battery

Vocational Skills: Valpar and locally developed work samples

Academic Achievement: Wide Range Achievement Test and Woodcock-Johnson Psychoeducational Battery

Project Title:
Community Based Training

Project Director:
Robert Atkins

Contact Person:
Robert Atkins

Telephone:
(816) 756-2250 X263

Project Start Date: 10/1/85
Project End Date: 9/30/88

Institute #112

Competition 84.078C

Mailing Address:
Rehabilitation Institute
3011 Baltimore
Kansas City, MO 64108

Geographic Area Served:
Metropolitan area (100,000+)
with public transportation

PROJECT PURPOSE

To enhance the quality of occupational skill training and ease the transition from school to work for participants in an existing facility-based training programs by developing community-based training sites in area businesses and industries which will facilitate, encourage, and coordinate the postsecondary training of handicapped participants in a non-handicapped environment. Demonstrate feasibility of program design.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Occupations skill training.
2. Transition services.
3. Work behavior/habit adjustment.
4. Placement and follow-up of 33 participants.

PRIMARY GRANTEE

Rehabilitation facility

PROJECT PRODUCTS

Product	Date Available
Student handbook	Currently available
Slide presentation	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 95

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 95

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild behavioral disorders	2	16 - 21
Mild brain damage	3	16 - 45
Mild cerebral palsy	2	16 - 25
Mild emotional disorder	12	16 - 45
Mild epilepsy	6	16 - 45
Mild hearing impairment	2	16 - 45
Mild learning disability	3	16 - 45
Mild mental retardation	39	16 - 45
Moderate mental retardation	3	16 - 45
Severe mental retardation	14	16 - 45
Mild physical handicap	3	16 - 45
Mild substance abuse	3	16 - 45
Diabetes	3	16 - 45

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client work experience background data, student/client progress in training program, student/client follow-up status, student/client employment status, student/client outcome status

On Postsecondary Education:

Postsecondary education/training outcomes

Evaluation Approach(es):

Goal based

Personnel involved in evaluation activities:

Project director

Type of evaluation reporting and audience:

Statistical management report for OSERS, state vocational rehabilitation agency, local rehabilitation facilities

INSTRUMENTATION

Project developed trainer observation forms and rating scales.

Project Title:
Educational Center for Disabled Students

Project Director:
Martin Bradley Munn

Contact Person:
Christy A. Horn

Telephone:
(402) 472-3417

Project Start Date: 8/1/85
Project End Date: 7/21/88

Institute #111

Competition 84.078C

Mailing Address:
University of Nebraska
Handicapped Services
132 Administration Bldg.
Lincoln, NE 68588-0473

Geographic Area Served:
State and surrounding region

PROJECT PURPOSE

To allow the disabled college student to take full advantage of his/her educational opportunities through a combination of instruction and computer applications. The program will provide an evaluation of student needs and capabilities, a program combining computer technology and educational skills training, and a center for disabled students, prospective students and their parents to seek assistance concerning current computer technological applications.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Implementation of technological, skill training and adaptive interventions for improving student educational performance and increasing educational opportunities.
2. Development and testing of new computer aids and educational aids for assisting disabled students in completing academic requirements.
3. Dissemination of project technology and training methods and materials and dissemination of project outcomes.
4. Development of materials for replication.

PRIMARY GRANTEE:

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

State Services for Visually Impaired, state vocational rehabilitation, Augmentative Communication Center, and Barkley Memorial Center

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Quarterly
Project developed instruments	Currently available
Journal articles	Currently available
Replication manual	Spring 1988

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 250

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 150

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities

100 students

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild cerebral palsy	3	18 - 26
Moderate cerebral palsy	3	18 - 26
Severe cerebral palsy	2	18 - 26
Moderate communication disorder	4	*
Mild epilepsy	1	24
Moderate health impairment	1	*
Severe health impairment	1	*
Mild hearing impairment	3	18 - 27
Moderate hearing impairment	2	18 - 27
Severe hearing impairment	3	18 - 27
Mild learning disability	4	18 - 40
Moderate learning disability	30	18 - 40
Severe learning disability	2	18 - 40
Mild physical handicap	7	18 - 50
Moderate physical handicap	18	18 - 50
Severe physical handicap	12	18 - 50
Mild speech impairment	2	18 - 25
Severe speech impairment	3	18 - 25
Moderate spinal cord injury	1	19 - 28
Severe spinal cord injury	26	19 - 28
Mild traumatic head injury	1	19 - 35
Moderate traumatic head injury	2	19 - 35
Moderate visual impairment	10	18 - 45
Severe visual impairment	4	18 - 45
Multiple sclerosis, arthritis, and amputee	15	18 - 32

(* no age range indicated)

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program, student changes in attitudes/beliefs

On Postsecondary Education:

Postsecondary education/training demographics, level of direct service provided by project

On Program:

Program characteristics/demographics

Evaluation Approach(es):

System analysis, goal based and goal free

Personnel involved in evaluation activities:

Project coordinator, project staff, 3rd party evaluator and graduate assistants

Type of evaluation reporting and audience:

Formal evaluation report, executive summary, and journal articles for consumers, OSERS, Transition Institute, advisory board, state vocational rehabilitation, state university administration, IBM Inc., and professionals

INSTRUMENTATION

Locally developed E.C.D.S. Intake Evaluation and project developed Log of Student Use of Center

Project Title:
Project ACCESS

Project Director:
Patricia B. Gallen

Contact Person:
Kimberly Harkness

Telephone:
(603) 352-1909, ext. 556

Project Start Date: 7/1/86
Project End Date: 6/30/87

Institute #123

Competition 84.078C

Mailing Address:
Elliot Hall, NW 207
Keene State College
Keene, NH 03431

Geographic Area Served:
Region within a state

PROJECT PURPOSE

To serve adults with learning disabilities through a college-based regional program in order to enhance their access to and likelihood of success in postsecondary education. The project is made up of various components - assessment and diagnostic services; support services (advocacy, counseling, tutoring); dissemination of Project for replication purposes; and, training of faculty, secondary professionals, community agency and social services perisonnel.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Provide assessment and educational planning to 40 or more eligible adult clients.
2. Provide instructional or mentoring services to 20 or more eligible students.
3. Promote/sponsor regional conference on learning disabilities/LD college students/issues attracting 50 or more educators.
4. Enroll 8 or more clients in LINK - a "Transition to College" program.
5. Provide in-service training to faculty/community agencies/secondary teachers, as well as specialized training for 15 faculty mentors.
6. Develop plan of continuation and make dissemination presentations.
7. Implementation of computerized data base.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, private secondary school, local education agency, community/junior college, JTPA service delivery area agent, residential education/rehabilitation facility, community workshop, community education/rehabilitation facility, profit making agency, research institute, city/county government, state department of education, state vocational rehabilitation, private non-profit agency, Association for Retarded Citizens, Association for Learning Disabilities, and personnel officers for local businesses.

PROJECT PRODUCTS

Product	Date Available
Project brochure	4/86
Project developed instruments	12/86
Video tape	6/87
Journal articles	in process

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 125

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 85 - 90

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild learning disability	46	18 - 40
Moderate learning disability	18	18 - 40
Severe learning disability	6	18 - 40

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

40 parents, 30 agency personnel, 3 business/industry personnel, 50 teachers, 5 project staff, and 40-50 postsecondary faculty

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program, student/client follow-up status, student/client outcome status

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation and project activities, postsecondary education/training outcomes

On Program:
Program characteristics/demographics, program implementation level, program replication

Evaluation Approach(es):
Systems analysis, goal based, decision making and case study

Personnel involved in evaluation activities:
Project director and project staff

Type of evaluation reporting and audience:
Formal evaluation report for consumers, OSERS, Transition Institute of Illinois, project advisory board

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS-R, Woodcock Johnson Psychoeducational Battery

Academic Achievement: WRAT-R, Woodcock Johnson Psychoeducational Battery, and writing sample

Other: Kolb Learning Style Inventory, Culture Free Self-Esteem Inventory and project developed intake interviews and faculty survey.

Project Title:
Learning How to Learn: Model High School/College Linkage to Expand Higher Education Opportunities for LD students

Project Director:
Elaine Caputo
Pearl Seidenberg

Contact Person:
Pearl Seidenberg

Telephone:
(516) 299-2132

Project Start Date: 9/1/85
Project End Date: 8/31/87

Institute #110

Competition 84.078C

Mailing Address:
C.W. Post Campus
Long Island University
School of Education
Greenvale, NY 11548

Geographic Area Served:
Region within a state (including more than one county)

PROJECT PURPOSE

To develop, demonstrate, and disseminate a model, transitional postsecondary preparation program which will expand opportunities in higher education for learning disabled students. Provision of appropriate preparation for transition and promotion of postsecondary education as a viable option for LD students. Implementation of linkage between the university and local school districts in order to provide support to students before and after making a transition to college.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Implementation of reading/writing learning strategies for 60 students at 6 demonstration schools.
2. Inservice training for secondary faculty participants.
3. Development and revision of learning strategy curriculum materials and instructor's guide.
4. Development and general dissemination of 14 documents including handbooks, guides, and newsletter.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, community/junior college, university/four year college, and private non-profit agency

PROJECT PRODUCTS

Product	Date Available
Newsletter	Currently available
Parent handbook	Currently available
Student handbook	Currently available
Training Manual	Currently available
Project developed instruments	Currently available
Curricula	Currently available
Journal articles	Currently available
Model Program Guide	Currently available
High school counselor handbook	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: ___*___
(* project indicates nationwide impact)

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: ___60+___

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild learning disability	50	14 - 17
Moderate learning disability	10	14 - 17

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Parents, agency personnel, teachers and secondary school counselors

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program, student/client outcome status

On Postsecondary Education:
Postsecondary education/training collaboration level

On Program:
Program characteristics/demographics, program implementation level

Evaluation Approach(es):
Goal based and decision making (Concerns Based Adoption Model)

Personnel involved in evaluation activities:
Project co-directors, project staff, evaluation consultant and graduate assistant

Type of evaluation reporting and audience:
Formal evaluation report for OSERS

INSTRUMENTATION

Project developed student data sheet, College Support Services Checklist, Product Follow-up Survey, Transitional Difficulties Survey, High School Faculty Attitude and Awareness Survey, and Task Force Reports.

Project Title:
A Demonstration Project to Teach LD Community College Students Remedial Mathematics

Project Director:
Juliana Corn

Contact Person:
Juliana Corn

Telephone:
(718) 631-6350

Project Start Date: 8/1/86
Project End Date: 7/31/89

Institute #124

Competition 84.078C

Mailing Address:
Math Department
Queensborough Community College
Bayside, NY 11364

Geographic Area Served:
Metropolitan area (100,000+) with public transportation

PROJECT PURPOSE

To teach community college learning disabled students remedial mathematics.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Curriculum modification.
2. Production of instructional videotape.
3. Research and development of CAI.
4. Continuation of peer tutoring programs.
5. Teacher training.
6. Development of handbook for faculty.

PRIMARY GRANTEE:

Community/junior college

PROJECT PRODUCTS

Product	Date Available
Video tape	8/89
Curricula	8/89
Replication manual	8/89
CAI materials	8/89

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 80

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 80

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Learning disability	80	17 - 35

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

8 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Intake/referral information, number receiving direct services, student/client educational background data, student/client progress in educational program

On Postsecondary Education:

Postsecondary education/training satisfaction with student/client participation, project activities, etc.

On Program:

Program characteristics/demographics

Evaluation Approach(es):

System analysis and goal based

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, and students

Type of evaluation reporting and audience:

Formal evaluation report for OSERS

Project Title:
Career Skills Upgrading Project

Institute #103

Project Director:
John T. Palmer

Competition 84.078C

Contact Person:
Suzanne Gregory

Telephone:
(516) 747-5400

Mailing Address:
Adult and Continuing Education
Human Resources School
Searingtown Road
Albertson, NY 11507

Project Start Date: 7/1/85
Project End Date: 6/30/88

Geographic Area Served:
Region within a state including more than one county

PROJECT PURPOSE

To provide training in course content in a special curriculum built around the themes of knowledge of self, knowledge of self in relation to the world of work, and knowledge of self as a worker. This generic skills program will be offered as part of a "reverse mainstreamed" adult education program 2-4 evenings per week over a 30-week period.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Offer three training clusters in electronic data processing, electronic data management and basic electronics via adult education program.

PRIMARY GRANTEE

Local education agency, community education/rehabilitation facility, research institute and private non-profit agency.

PROJECT PRODUCTS

Product	Date Available
Curricula	no date indicated
Journal articles	no date indicated

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 135

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 25

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe cerebral palsy	1	23 - 40
Profound cerebral palsy	2	23 - 40
Moderate emotional disorder	1	24 - 30
Severe emotional disorder	1	24 - 30
Profound emotional disorder	1	24 - 30
Moderate health impairment	3	20 - 60
Mild hearing impairment	2	25 - 35
Severe hearing impairment	2	25 - 35
Moderate learning disability	3	22 - 30
Mild physical handicap	2	*
Moderate physical handicap	2	*
Profound physical handicap	1	*
Moderate substance abuse	3	20 - 35
Moderate visual impairment	2	35 - 60

(* no age range indicated)

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Displaced homemakers, men at midlife crisis and disabled workers who are underemployed

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client outcome status

On Employers:
Employer characteristics/demographics

On Program:
Program characteristics/demographics

Evaluation Approach(es):
Goal based

Personnel involved in evaluation activities:
Project director, project coordinator, project staff, and 3rd party evaluator

Type of evaluation reporting and audience:
Formal evaluation report for OSERS

INSTRUMENTATION

Strong Campbell Interest Inventory; Subsections of the Adjective Checklist; and project developed competencies for each of the courses offered

Project Title: Demonstration Project for Learning Disabled Students in Postsecondary Education	Institute #125
Project Director: Monica Roth	Competition 84.078C
Contact Person: Monica Roth	**Mailing Address:** Office of the Disabled State University of New York at Stony Brook Stony Brook, NY 11794
Telephone: (516) 632-6748	
Project Start Date: 9/1/86 **Project End Date:** 8/31/87	**Geographic Area Served:** Region within a state, more than one county - limited transportation

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PROJECT PURPOSE

To assist learning disabled students in achieving their full academic potential, to provide a supportive environment for their social, emotional, and intellectual development and to improve their opportunities for successful careers following completion of their studies, as well as serving as a model program for other institutions of higher learning.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Implement a model program of academic support services for learning disabled students.
2. Implement a program of awareness training involving the entire university community.
3. Train a corps of peer tutors and counselors to develop new techniques for working with learning disabled students.

PRIMARY GRANTEE

University/four year college

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 150

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 150

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Learning disabled	150	18+

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

2 agency personnel

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program, student/client integration into environment, student/client follow-up status

On Postsecondary Education:

Postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:

Program characteristics/demographics, program implementation level

Evaluation Approach(es):

System analysis and goal based

Personnel involved in evaluation activities:

Project staff

Type of evaluation reporting and audience:

Formal evaluation report for OSERS and Transition Institute

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS-R

Vocational Skills: Career Ability Placement Survey

Academic Achievement: Woodcock Johnson Psychoeducational Battery

Language Tests: Pimseleur Language Test

Career Interest Inventories: Self-Directed Search and Career Occupational Preference System - Professional Level

Daily Living Skills: Problem Solving Inventory and College Characteristics Index

Other: Beck Depression Inventory and Young Loneliness Scale

Project Title:
Project MATCH (Metropolitan Area
Transition ClearingHouse)

Project Director:
Larry Trachtenberg

Contact Person:
Bob Nathanson

Telephone:
(718) 403-1044

Project Start Date: 9/1/85
Project End Date: 8/31/87

Institute #101

Competition 84.078C

Mailing Address:
Long Island University
Brooklyn Campus
University Plaza
Brooklyn, NY 11201

Geographic Area Served:
Region within a state, more than one county

PROJECT PURPOSE

To design, demonstrate, and disseminate a model employment linkage program that will provide more effective transition and job linkage services to 2 and 4 year college graduates who have physical, emotional, and learning disabilities.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Develop a consortium of colleges and universities in the New York City metropolitan area focusing on employment problems of recent college graduates who are disabled.
2. Develop a computer-based clearinghouse providing a job placement linkage mechanism between qualified recent (since January 1984) disabled college graduates and New York City metropolitan area public and private sector employers.
3. Provide unemployed recent graduates who are disabled with information and services to facilitate their transition to employment.
4. Provide colleges and universities in the New York City metropolitan area with information and services to enhance their effectiveness in producing disabled graduates who are better prepared from employment.
5. Disseminate project outcomes and products encouraging utilization and replication of demonstrated model by consortia of colleges and universities in other geographic areas.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Community/junior college and state agency

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Project developed instruments	Currently available
Journal articles	Currently available
Replication manual	8/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 934

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 577

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Learning disability	*	20 - 30
Emotional disorder	*	20 - 30
Physical handicap	*	20 - 30

(* no number indicated)

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

85 college students working with disabled students

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status

On Employers:

Employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:

Postsecondary education/training collaboration level, level of direct service provided by project

On Program:

Program characteristics/demographics

Evaluation Approach(es):

Goal based, goal free, decision making, and professional review

Personnel involved in evaluation activities:

Project director, project coordinator, and consultant

Type of evaluation reporting and audience:

Formal evaluation report for OSERS and university

INSTRUMENTATION

Project developed observations and interview

Project Title:
Learning Disabilities Training Project

Institute #120

Project Director:
Arlene C. Stewart

Competition 84.078C

Contact Person:
Arlene C. Stewart

Mailing Address:
B McKee Building
Western Carolina University
Cullowhee, NC 28723

Telephone:
(704) 227-7127

Project Start Date: 9/1/86
Project End Date: 8/31/89

Geographic Area Served:
Region within a state

PROJECT PURPOSE

To provide information about LD college students - academic needs, assessment and diagnosis, services needed to faculty and staff (administrators); to assess data on 45 students to be monitored at WCU.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Establish contact with and identify key person at all participating institutions.
2. Do needs assessments at all institutions.
3. Develop and disseminate training materials, including a newsletter.
4. Begin training.

PRIMARY GRANTEE:

University/four year college

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	5/87
Training manual	8/89
Project developed instruments	ongoing
Journal articles	no date indicated

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 5,000

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 45

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Learning disability	45	17+

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

200 teachers and 3 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, number receiving direct services, student/client demographics, student/client educational background data, student/client progress in educational program, student/client follow-up status

On Postsecondary Education:

Postsecondary education/training outcomes

Evaluation Approach(es):

System analysis

Personnel involved in evaluation activities:

Project director and project staff

Type of evaluation reporting and audience:

Formal evaluation report for consumers, OSERS, advisory board, and university

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Career Interest Inventories: Career Occupational Preference System

Project Title:
Using Job Clubs to Assist in the Transition to Work of Postsecondary Learning Disabled Students

Project Director:
James P. Long

Contact Person:
James P. Long

Telephone:
(614) 486-3655 X476

Project Start Date: 10/1/86
Project End Date: 9/30/87

Institute #128

Competition 84.078C

Mailing Address:
The National Center for
Research in Vocational Ed.
1960 Kenny Road
Columbus, OH 43210

Geographic Area Served:
Six different regions of the country

PROJECT PURPOSE

To provide peer support for LD job seekers; teach participants job-seeking skills; and reinforce the concept that job seeking is the worker's responsibility. The project will assess how well the job club concept helps LD college students gain or improve their job-seeking skills.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Implementation of the model job clubs at 6 community college sites for students with learning disabilities.
2. Assessment of the success of the job clubs in delivering and improving job-seeking skills.
3. Dissemination of the findings.

PRIMARY GRANTEE

Research institute

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Community/junior college

PROJECT PRODUCTS

Product	Date Available
Journal articles	mid-1988

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 120

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 120

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Learning disability	120	Adult

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

6 agency personnel

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Student/client demographics, student/client educational background data, student/client work experience background data, student/client follow-up status, student/client employment status, student/client outcome status

On Postsecondary Education:

Postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:

Program characteristics/demographics

Evaluation Approach(es):

Systems analysis, case study

Personnel involved in evaluation activities:

Project director

Type of evaluation reporting and audience:

Formal evaluation report and executive summary for OSERS and the ERIC Clearinghouse.

INSTRUMENTATION

Project developed observation forms and an open-ended interview.

Project Title:
Postsecondary - A Model Demonstration
Career Planning/Placement

Project Director:
Stephen H. Simon

Contact Person:
Stephen H. Simon

Telephone:
(513) 873-2141

Project Start Date: 8/1/85
Project End Date: 7/31/88

Institute #108

Competition 84.078C

Mailing Address:
Wright State University
133 Student Services
Dayton, OH 45435

Geographic Area Served:
Region within a state - more than one county

PROJECT PURPOSE

To design and implement a comprehensive system of career planning and placement services for students with severe/multiple disabilities, educate employers on issues related to hiring disabled individuals, and create job opportunities.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continue career development and job seeking skills classes.
2. Conduct employer training seminar.
3. Placement in work experience.
4. Inservice training with placement professionals.
5. Dissemination of information.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Profit making agency and postsecondary institutions

PROJECT PRODUCTS

Product	Date Available
Training manual	8/88
Replication manual	8/88
Videotape	no date indicated

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100+

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100+

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild brain damage	4	20 - 30
Moderate brain damage	2	20 - 30
Severe cerebral palsy	25	20 - 30
Severe communication disorder	4	20 - 30
Severe hearing impairment	5	20 - 30
Mild learning disability	20	20 - 30
Moderate learning disability	30	20 - 30
Severe speech impairment	5	18 - 25
Severe spinal cord injury	20	18 - 30
Severe visual impairment	15	18 - 30

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

15 agency personnel and 30 business/industry personnel

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, number receiving direct services, student/client demographics, student/client work experience background data, student/client progress in training program, student/client progress in educational program, student/client employment status

On Employers:
Employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:
Program characteristics/demographics

Evaluation Approach(es):
Goal based and case study

Personnel involved in evaluation activities:
Project coordinator

Type of evaluation reporting and audience:
Brochure/pamphlet and manual for consumers and postsecondary institutions

INSTRUMENTATION

California Occupational Preference Survey and project developed observations and interview

Project Title:
Project OVERS - Oklahoma Vocational Education Resource System

Institute #118

Competition 84.078C

Project Director:
Kathy McKean

Contact Person:
Kathy McKean

Telephone:
(918) 225-1882
(918) 225-4711

Mailing Address:
Child Service Demonstration Center
101 W. Broadway
Cushing, OK 74023

Project Start Date: 9/1/86
Project End Date: 8/31/88

Geographic Area Served:
State

PROJECT PURPOSE

To provide for the postsecondary vocational/technical education needs of LD adults in Oklahoma through a model resource system at Central Area Vo-Tech and to replicate this model in the 24 other area vo-techs (and their associated satellite centers) in the State.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Student assessment (pre-post test).
2. Direct instruction.
3. Adapting curriculum materials.
4. Develop 4 short courses.
5. Develop workshop manual, brochures, etc..
6. Develop catalogue of commercial materials.
7. Begin preliminary dissemination (awareness).

PRIMARY GRANTEE:

State Department of Education - Child Service Demonstration Center and local education agency (Area Vo-Tech School)

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, private secondary school, community education/rehabilitation facility, and Association for Learning Disabilities

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Videotape	8/88
Curricula	8/88
Replication manual	8/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 750

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 50

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Learning disabilities	50	18+

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

2,458 teachers and 7 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, number receiving direct services, student/client demographics, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status

On Postsecondary Education:
Level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:
Program implementation level, program replication.

Evaluation Approach(es):
System analysis

Personnel involved in evaluation activities:
Project director and 3rd party evaluator

Type of evaluation reporting and audience:
Formal evaluation report and brochure/pamphlet for consumers, OSERS, and Transition Institute

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: Revised Beta and WISC-R

Academic Achievement: Wide Range Achievement Test - Revised and Brigance Diagnostic Inventory of Essential Skills

Other: Project developed checklist and rating scales

Project Title:
World of Work and Social Skills

Project Director:
Jay Segal

Contact Person:
Jay Segal

Telephone:
(215) 751-8289

Project Start Date: 9/1/86
Project End Date: 8/31/87

Institute #119

Competition 84.078C

Mailing Address:
Community College of
Philadephia
1700 Spring Garden Street
Philadelphia, PA 19130

Geographic Area Served:
Metropolitan area (100,000+)
with public transportation

PROJECT PURPOSE

To help LD college students assess vocational interests and aptitudes, develop a plan to achieve career goals, and develop social skills in order to enhance transition success on the job and in life situations.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Vocational aptitude and interest testing for approximately 60 students.
2. Social skills training for approximately 60 students.
3. Job shadowing experiences for approximately 60 students.

PRIMARY GRANTEE

Community/junior college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Community education/rehabilitation facility, profit making agency, state agency, and private non-profit agency

PROJECT PRODUCTS

Product	Date Available
Curricula	8/87
Journal articles	8/87
Reports	8/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handiçapping conditions impacted by project activities over entire funding period: 60

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 60

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate learning disability	30	19 - 54
Severe learning disability	30	19 - 54

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client integration into environment

On Employers:
Employer characteristics/demographics, employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project

On Program:
Program characteristics/demographics, program implementation level

Evaluation Approach(es):
System analysis, decision making and case study

Personnel involved in evaluation activities:
Project director, project staff and counselor

Type of evaluation reporting and audience:
Formal evaluation report for OSERS

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS-R

Vocational Skills: Occupational Aptitude Survey and Interest Schedule (OASIS-A)

Academic Achievement: Wide Range Achievement Test

Language Tests: Detroit Test of Learning Aptitude

Social Skills: Weig Social Skills Test

Career Interest Inventories: Occupational Aptitude Survey and Interest Schedule

Project Title:
Project ASSIST

Project Director:
George Mischio

Contact Person:
Connie Dalke

Telephone:
(414) 472-4788

Project Start Date: 9/15/85
Project End Date: 9/14/87

Institute #105

Competition 84.078C

Mailing Address:
University of Wisconsin - Whitewater
Roseman 2019
Whitewater, WI 53190

Geographic Area Served:
Region of nation (more than one state)

PROJECT PURPOSE

To increase the likelihood that LD students will complete their college degree and become gainfully employed.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Implementation of model demonstration workshop.
2. Completion of video, slide show, operations and management guide, pamphlet explaining LD and Project ASSIST.
3. Needs assessment of faculty and staff.
4. Continued evaluation of project components.
5. On-going data collection on clients.
6. Follow-up study initiated.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, private secondary school, community/junior college and state vocational rehabilitation.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Parent handbook	Currently available
Student handbook	Currently available
Training manual	6/87
Slide presentation	7/87
Videotape	7/87
Journal articles	Currently available
Replication manual	6/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 200+

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100 - 120

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Learning disability	100-120	18 - 54

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

30 agency personnel, 8 project staff, and 25 teacher trainees

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):

System analysis, goal free, decision making, professional review and case study

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, advisory board, staff evaluator

Type of evaluation reporting and audience:

Formal evaluation report, executive summary, and brochure/pamphlet for consumers, OSERS, Transition Institute, advisory board, and postsecondary institutions

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS-R

Academic Achievement: Test of Written Language, Woodcock Johnson Psychoeducational Battery

Other: Project developed observation forms, rating scales, interviews, and surveys

Project Title:
Computer Assistance Model for Learning Disabled

Institute #121

Project Director:
Chris Primus

Competition 84.078C

Contact Person:
Chris Primus

Mailing Address:
Division of SEO
Box 3808 University Station
Laramie, WY 82071

Telephone:
(307) 766-6189

Project Start Date: 7/1/86
Project End Date: 6/30/89

Geographic Area Served:
State

PROJECT PURPOSE

To enhance the academic success and retention of learning disabled college students and the potential for successful transition to employment through the use of microcomputers and user-friendly software.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Implement project.
2. Develop instrument for evaluating software for word processing specific to LD needs.
3. Evaluate software.
4. Select and train eligible students in use of software for college writing assignments.

PRIMARY GRANTEE:

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, community/junior college, profit making agency, state agency, Association for Learning Disabilities, and university departments.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Project developed instruments	Currently available
Journal articles	12/87
Fact sheet	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 120

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 120

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild learning disability	70	18 - 40
Moderate learning disability	30	18 - 40
Severe learning disability	20	18 - 40

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

20 teachers and 2 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status

On Postsecondary Education:
Level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:
Program characteristics/demographics, program implementation level

Evaluation Approach(es):
Goal based

Personnel involved in evaluation activities:
Project director, project staff

Type of evaluation reporting and audience:
Executive summary, brochure/pamphlet for consumers, OSERS, State Department of Vocational Rehabilitation, and secondary schools

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS-R and Wechsler Memory Scale

Academic Achievement: Woodcock Johnson Psychoeducational Battery, Wide Range Achievement Test

Career Interest Inventories: Discover, Wyoming Career Information System

Other: Locally developed accountability system checklist

COMPETITION PROFILE: CFDA 84.128A

SPECIAL PROJECTS AND DEMONSTRATIONS FOR PROVIDING VOCATIONAL REHABILITATION SERVICES TO SEVERELY DISABLED INDIVIDUALS

INITIAL COMPETITION: 5/8/84

PURPOSE OF COMPETITION

The major purpose of this program was to establish demonstration projects for providing comprehensive programs in rehabilitation services which hold promise of expanding or otherwise improving the vocational rehabilitation of persons with severe disabilities who have special rehabilitation needs because of the nature of their disabilities. The primary goal was to assist individuals with severe disabilities to achieve the optimal vocational adjustment of which they are capable. Three priorities were identified under this competition. Programs supported under priority three, transition from school or institution to work, were to develop effective strategies that involved use of integrated, generic community programs such as community colleges, non-profit vocational and technical schools, non-profit private schools, and other similar agencies or institutions. These programs were to provide transitional vocational services leading to full employment for individuals leaving a school or an institution.

AUTHORITY

Authority for this program is contained in Section 311(a)(1) of the Rehabilitation Act of 1973, as amended. (29 U.S.C. 777a(a)(1)).

ELIGIBLE RECIPIENTS

States and public or nonprofit agencies and organizations were eligible to apply for grants under this program.

FUNDS AVAILABLE

Approximately $2,935,000 was made available to support an estimated 25 new severely disabled projects in Fiscal year 1984. The amount available for the transition priority was approximately one-fourth of the overall funding level or $733,750.

NUMBER OF GRANTS AWARDED

Five special projects and demonstration grants were funded under the transition priority.

DURATION

Project support was available for up to three years subject to an annual review of progress and availability of funds. All projects supported by this grant award will be expiring in 1987.

SUMMARY OF 84.128A PROJECT PROFILES

PRIMARY GRANTEE

Three grants were awarded to vocational rehabilitation agencies in this competition. Grants were also awarded to a university and a private nonprofit agency.

PROJECT PARTICIPANTS

Projects under the transition priority of this competition were to identify individuals with severe disabilities who have special rehabilitation needs because of the nature of their disabilities. The five funded projects estimated an impact on 795 youth, of which approximately 512 are receiving direct services. The age range reported was from 14 to 55 years. Of those handicapping conditions specifically reported by four projects, mental retardation comprised 35% of the handicaps. Youth with physical handicaps made up 26% of the project participants, and youth having a learning disability represented 23% of the participants. Twelve percent (12%) of the youth in the four reporting projects have visual impairments. All of the youth served within one project are from a minority group and are economically disadvantaged. Substance abuse was reported in 14% of the youth served by that project.

Four projects indicated having related service components. Three of the projects are serving parents, two are providing services to agency personnel and teachers. One project is providing related services to business/industry personnel.

COOPERATING AGENCIES & ORGANIZATIONS

Four projects indicated some level of cooperation with outside agencies. Cooperating agencies included local education agencies, community colleges, residential education/rehabilitation facilities, local businesses, JTPA service delivery agents, local Associations for Retarded Citizens, state vocational rehabilitation agencies, and a city/county government agency.

PRODUCTS

Four projects reported product development. Two projects have developed a brochure and newsletter, and two projects have developed parent handbooks, and slide and video tape presentations. Other products developed by individual projects include curricula, articles, replication manuals, and training manuals.

PROJECT EVALUATION PLAN

Of the five projects reporting, two indicated the use of a system analysis evaluation approach. Two projects indicated the use of a goal based approach, each in conjunction with other approaches. Two projects are conducting case studies.

All five projects reported collecting evaluation data on students/clients. Evaluation information on the number referred and the number receiving direct services is being compiled by all projects in this competition. Four projects are collecting evaluation data on student/client demographics as well as student/client follow-up status. All five projects are also collecting information on employers. One project is compiling evaluation data on postsecondary education/training. Three projects reported program data collection, all of which are compiling information on program characteristics/demographics. Two projects are collecting data on program replicaton.

Three projects reported on the type of instrumentation used in project evaluation. Vocationally-oriented instruments, including project developed checklists, are primarily used for gathering student/client data.

PROJECT OBJECTIVES

Three projects reported on objectives in this competition. Two projects are involved in the area of assessment/referral, and all three indicated objectives in the area of placement. Placement of students in competitive employment is being practiced by the three reporting projects. Two projects indicated training/education objectives, including vocational and nonvocational training, training/supporting students after job placement and/or postsecondary placement. These two projects also indicated the provision of counseling. Program development activities, specifically curriculum development, were reported by two projects. Objectives related to dissemination were indicated by two projects; one project reported model replication as an objective. Agency coordination objectives were indicated by two projects. Three projects reported objectives in the area of manpower training.

GEOGRAPHIC AREA SERVED

The five projects funded under the transition priority of this competition are located in four states (see Map below). Two of the projects are in Virginia, and the remaining project sites are in the states of California, Arizona, and Maryland. Two projects provide services on a countywide basis, one project serves ten major U.S. cities, one serves the Navajo Indian Reservation, and one project provides statewide services.

LOCATION OF 84.128A PROJECTS

CA 1
AZ 1
VA 2
MD 1

Project Title:
Olta' Doo Naa Nishji Project

Project Director:
Sherry A. Curley

Contact Person:
Sherry A. Curley
Elmer Guy

Telephone:
(602) 871-5076

Project Start Date: 10/1/84
Project End Date: 9/30/87

Institute #83

Competition 84.128A

Mailing Address:
Navajo Vocational Rehab.
Program
P. O. Box 1420
Window Rock, AZ 86515

Geographic Area Served:
Navajo Indian reservation

PROJECT PURPOSE

To ensure that handicapped Navajo youth leave school with marketable skills and with opportunities for postsecondary training and employment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Maintenance of Interagency Planning/Action Committee.
2. Establishment of cooperative agreements.
3. Development of networking system.
4. Provide career education and counseling for students and inservice training for school personnel.
5. Conduct vocational education survey of high school students.
6. Evaluate students on vocational skills.
7. Implement individual vocational education plans.
8. Provide job opportunities/experiences to handicapped youth.

PRIMARY GRANTEE

State Division of Vocational Rehabilitation - Indian Program

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, residential education/rehabilitation facility

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 300

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 94

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe learning disability	54	14 - 21
Severe substance abuse	40	14 - 21
Economically disadvantaged	94*	14 - 21
Minority youth	94*	14 - 21

(* indicates duplication in count)

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

10 parents and 4 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, assessment results for student/client, student/client progress in training program, student/client follow-up status

On Employers:
Employer characteristics/demographics, level of direct service provided to employer

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project

Evaluation Approach(es):
System analysis, goal based, and decision making

Personnel involved in evaluation activities:
Project director, project staff, advisory board

Type of evaluation reporting and audience:
Executive summary for consumers and OSERS

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: Test of Nonverbal Intelligence (TONI), General Aptitude Test Battery

Special Aptitude Tests: Crawford Small Parts Dexterity, General Aptitude Test Battery, Part 11 & 12, Talent Assessment Program (1,2,3,7,10)

Vocational Skills: Valpar Component Work Sample Series (1,2,4,7,9,12, 17, & 18)

Academic Achievement: Wide Range Achievement Test - R, Occupational Aptitude Survey, Test of Nonverbal Intelligence

Adaptive Behavior: AAMD Adaptive Behavior Scales, Western Personality Inventory, Michigan Alcohol Screen Test

Career Interest Inventories: AAMD Becker Reading Free Vocational Interest Survey, Self Directed Search Vocational Interest Inventory, Occupational Interest Schedule

Survival Skills: Street Survival Skills Questionnaire

Daily Living Skills: Street Survival Skills Questionnaire, Basic Survival Skills Time, Money Concepts, Measurements, Sign Discrimination

Dexterity/Manual Skills: Talent Assessment Program (1,2,3,7,10), GATB #9 & 10

Other: Locally developed General Work Behavior Observation; Work Attitude, Skills and Adjustment Factor Checklists; Basic Personal Interview Form.

Project Title:
Project WORK

Project Director:
Patricia Patton

Contact Person:
Patricia Patton

Telephone:
(619) 229-2462

Project Start Date: 9/1/84
Project End Date: 8/31/87

Institute #80

Competition 84.128A

Mailing Address:
San Diego State University
6310 Alvarado Court
San Diego, CA 92120

Geographic Area Served:
County

PROJECT PURPOSE

To design a model which includes instructional, training and employment strategies that will prepare students with moderate and severe handicaps for transition to, and employment in, a wide variety of community jobs and businesses. Primary to this purpose will be the active coordination of school and adult service agencies working with students, parents, and families to facilitate transition.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Develop innovative approaches and strategies in the formation and implementation of task forces, IEP teams and committees.
2. Document implementation of individual vocational preparation and transition and support programs.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Local education agency, university/four year college, profit making agency, state vocational rehabilitation, private non-profit agency, and Association for Retarded Citizens, community/junior college

PROJECT PRODUCTS

Product	Date Available
Parent handbook	Currently available
Slide presentation	Currently available
Video tape	Currently available
Journal articles	Annually

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 60+

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 23

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate behavioral disorder	1	15 - 19
Moderate learning disability	4	15 - 19
Moderate mental retardation	5	15 - 22
Severe mental retardation	7	15 - 22
Profound mental retardation	6	15 - 22

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Parents, agency personnel, and teachers

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, number receiving direct services, student/client demographics, student/client work experience background data, assessment results for student/client

On Employers:
Employer characteristics/demographics

On Postsecondary Education:
Postsecondary education/training demographics

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):
Decision making and case study

Personnel involved in evaluation activities:
Project co-director and 3rd party evaluator

Type of evaluation reporting and audience:
Formal evaluation report for OSERS

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Vocational Skills: McCarron Dial Work Evaluation System

Career Interest Inventories: Wide Range Interest Opinion Test

Other: Coopersmith Inventory of Self Esteem

NOTE: Project Profile generated by Technical Assistance Program staff from grant application(s) and previous year's Project Profile.

Project Title:
"Goodwill Industries" Special
Projects for Severely Handicapped

Project Director:
Maxine Fuller

Contact Person:
Maxine Fuller

Telephone:
(301) 530-6500

Project Start Date: 10/1/84
Project End Date: 9/30/87

Institute #81

Competition 84.128A

Mailing Address:
Goodwill Industries of America
9200 Wisconsin Avenue
Bethesda, MD 20814

Geographic Area Served:
10 major U.S. cities

PROJECT PURPOSE

To bring together education, rehabilitation, business, and Goodwill Industries in a program effort (pre-employment services, job training, and job placement) to train and place 250 severely handicapped persons in competitive employment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continue involvement of private sector business community.
2. Continue development of working relationships with other community based organizations.
3. Continue updating of training curricula.

PRIMARY GRANTEE

Private non-profit agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Profit making agency, state vocational rehabilitation, and state developmental disabilities

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 250

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 250

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severely handicapped	250	Not indicated

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, number receiving direct services, student/client demographics, student/client follow-up status, student/client employment status

On Employers:
Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:
Postsecondary education/training satisfaction with student/client participation, project activities, etc.

On Program:
Program characteristics/demographics

Evaluation Approach(es):
System analysis

Personnel involved in evaluation activities:
Project director

Type of evaluation reporting and audience:
Formal evaluation report for OSERS

NOTE: Project Profile generated by Technical Assistance Program staff from grant application(s) and previous year's Project Profile.

Project Title: Valley Transitional School Project	**Institute #82**
Project Director: O. George Drummond	**Competition** 84.128A
Contact Person: O. George Drummond	**Mailing Address:** Route 1 Box 255 Fishersville, VA 22939
Telephone: (703) 332-7716	
Project Start Date: 10/1/84 **Project End Date:** 9/30/87	**Geographic Area Served:** County

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PROJECT PURPOSE

To provide comprehensive rehabilitation and educational services to students with severe disabilities, which will enable them to make the transition from school to gainful employment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continuation of Year 2 activities.
2. Produce video tape in cooperation with a major industry.
3. Hold reception and develop pamphlets for parents and employers.
4. Develop transitional plan for Department of Rehabilitation Services and 3 schools to follow once grant ends in 9/87.

PRIMARY GRANTEE

State Department of Vocational Rehabilitation

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, private secondary school, local education agency, JTPA service delivery area agent, residential education/rehabilitation facility, community workshop, profit making agency, city/county government, private non-profit agency, and Association for Retarded Citizens.

PROJECT PRODUCTS

Product	Date Available
Brochure	4/87
Newsletter	Currently available
Parent handbook	4/87
Training manual	Currently available
Slide presentation	Currently available
Video tape	Currently available
Curricula	9/87
Replication manual	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 150

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 110

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate cerebral palsy	2	16 - 23
Moderate emotional disorder	3	16 - 23
Mild hearing impairment	3	16 - 23
Mild learning disability	5	16 - 23
Moderate learning disability	5	16 - 23
Mild mental retardation	41	16 - 23
Moderate mental retardation	36	16 - 23
Severe mental retardation	8	16 - 23
Mild/moderate physical handicap	76	16 - 23
Dropout	4	16 - 23

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

50 parents, 75 agency personnel, 25 business/industry personnel, 35 teachers, and 3 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:
Level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:
Level of direct service provided by project

On Program:
Program characteristics/demographics, program replication.

Evaluation Approach(es):
Goal based, goal free, professional review, case study

Personnel involved in evaluation activities:
Project director, project staff, and advisory board

Type of evaluation reporting and audience:
Executive summary for consumers, state agency, and schools

INSTRUMENTATION

Project arranges/coordinates evaluation data from existing school/community/agency resources.

Project Title:
Project BAC

Project Director:
Philip Mertz

Contact Person:
Philip Mertz

Telephone:
(804) 264-3117

Project Start Date: 10/1/84
Project End Date: 9/30/87

Institute #79

Competition 84.128A

Mailing Address:
Virginia Department for the
Visually Handicapped
397 Azalea Avenue
Richmond, VA 23227

Geographic Area Served:
State

PROJECT PURPOSE

To enable blind student/clients to make a smooth transition from the classroom to employment by providing a mechanism to allow them to participate fully in computer-related courses, and providing meaningful work experiences, job placements and follow-up services.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Implement a blind word processing work station
2. One or two job placements
3. Develop a braille production station at a four year college
4. Update VRCB computer communication lab for work experience clients

PRIMARY GRANTEE

State Vocational Rehabilitation for the Blind

PROJECT PRODUCTS

Product	Date Available
Annual report	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 35

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 35

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Legally blind	30	21 - 55
Totally blind	5	21 - 55

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Project staff, college instructors

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, number receiving direct services, student/client work experience background data, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:
Employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:
Postsecondary education/training satisfaction with student/client participation, project activities, etc.

Evaluation Approach(es):
System analysis

Personnel involved in evaluation activities:
Project director

Type of evaluation reporting and audience:
Formal evaluation report for OSERS and state administrators and counselors

INSTRUMENTATION

Project developed questionnaire and checklist

COMPETITION PROFILE: CFDR 84.158A

SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTH - SERVICE DEMONSTRATION MODELS

INITIAL COMPETITION: 7/6/84

PURPOSE OF COMPETITION

The purpose of this program was to support projects that would develop and establish exemplary models for services and programs which include specific vocational training and job placement. Projects were expected to identify populations of individuals with handicapping conditions who have been isolated from the sequence of vocational education to employment capability. Using a school-community setting for developing a comprehensive model, projects were to incorporate a number of components for transition from school to competitive or supportive employment. Suggested components included: curriculum development in special education and vocational education, transition from secondary schools to time-limited services to gain entry into the labor market, development of ongoing community-based services to provide necessary support, and development of school/employer linkages such as Projects With Industry.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

Institutions of higher education, State educational agencies, local educational agencies, or other appropriate public and private nonprofit institutions or agencies (including the State job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act) were eligible for this competition.

FUNDS AVAILABLE

Approximately $1,000,000 was expected to be available for support of 10 new demonstration projects in fiscal year 1984.

NUMBER OF GRANTS AWARDED

Sixteen service demonstration models were funded under this competition.

DURATION

Project support was for a three-year period subject to an annual review of progress and the availability of funds. All projects funded under this competition will be expiring in 1987.

SUMMARY OF 84.158A PROJECT PROFILES

PRIMARY GRANTEE

Five grants were awarded to universities under this competition. Three grants were received by local education agencies/public secondary schools. Seven grants were awarded to private nonprofit agencies. One grant was awarded to a labor union-sponsored private non-profit association.

PROJECT PARTICIPANTS

Within this competition projects were to identify populations of individuals with handicapping conditions who have been isolated from the sequence of vocational education to employment capability. One project indicated a nationwide impact on 20,000 youth/adults with handicapping conditions. The other 15 projects are providing direct services to an estimated 5118 youth having a variety of handicapping conditions. The age range reported by project providing direct services was from 10 to 72 years. Thirty-eight percent (38%) of the youth are mentally retarded, 12% of the youth have a developmental disability and 19% of the youth have a learning disability. Youth with behavioral disorders and emotional disorders comprised 12% of the population receiving direct services. Four percent (4%) of the youth are in minority groups, 3% are dropouts, and 2% are economically disadvantaged. Less than 1% of the youth were reported as substance abusers.

Related service components were indicated by 15 projects, of which ten reported working with agency personnel and ten with teachers. Parents are being served through nine projects and approximately 210 business/industry personnel are receiving services/training through six projects.

COOPERATING AGENCIES & ORGANIZATIONS

Fourteen projects reported some involvement with outside agencies. The majority of projects are cooperating with public/private secondary schools or local education agencies. Five projects are working with state vocational rehabilitation agencies, and five projects reported involvement with local Associations for Retarded Citizens.

PRODUCTS

Fifteen projects reported product development activities. Eleven projects indicated development of journal articles and eight projects have developed brochures. Other frequently reported products include training manuals, instruments, video tapes, curricula, and replication manuals. Products developed by individual projects include an employer handbook, transition planning guide, and resource directory.

PROJECT EVALUATION PLAN

System analysis was reported as an evaluation approach by 13 projects, of which six also indicated the use of a goal based approach. A total of eight projects selected a goal based evaluation approach. One project is using a goal free approach, and one project reported the use of a decision making approach;

both in conjunction with system analysis. As supplemental evaluation approaches, other projects indicated the use of professional review, connisseurship, and case study.

Student/client evaluation information is being collected by all 16 projects. Data collection is being focused on student/client demographics, student/client progress in training program, and student/client employment status by 14 projects. Other areas reported frequently were number receiving services, assessment results, student/client progress in education programs and student/client follow-up status. All projects are also collecting evaluation information on employers. Ten projects are compiling evaluation data on employer demographics and nine projects are collecting information on level of direct service provided to employer. Five projects are collecting information on postsecondary education/training with all compiling data on level of direct service provided by project. Thirteen projects reported on the collection of program information. Of these, 12 are collecting information on program characteristics/demographics, and ten are compiling data on program replication.

Eleven projects reported on the use of instrumentation in project evaluation. Use of commercially available instruments to assess vocational skills was indicated by nine projects. Approximately one-half of the projects are also using commercially available adaptive behavior scales, career interest inventories, and general ability/intelligence tests. Less than half of the reporting projects are using project developed instruments, i.e., observations, surveys, interviews, or rating scales.

PROJECT OBJECTIVES

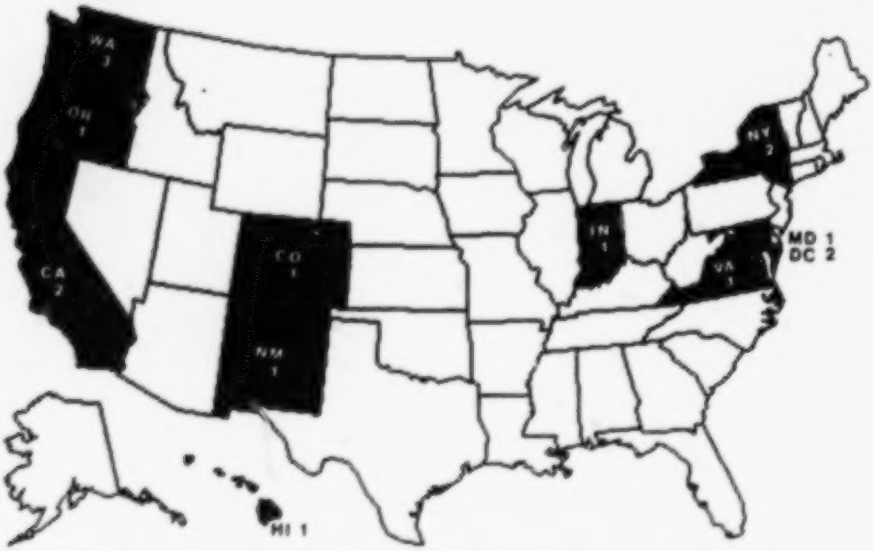
Project objectives were reported by 12 projects. Objectives in the area of assessment/referral were indicated by 11 projects. Eleven projects also reported placement objectives, of which placement in competitive or supported employment was indicated by the majority of projects. Ten projects reported training/education objectives, with all projects indicating training/support of students after job placement as an objective. The majority of projects indicated providing both vocational and nonvocational training/education. Counseling objectives were reported by nine projects, of which eight indicated student counseling as an objective. Five projects reported the provision of peer support groups. Eleven projects indicated having objectives in the area of program development, all of which reported development and implementation of a service delivery model as an objective. Nine projects are involved in curriculum development.

Dissemination of information and development/dissemination of products were both indicated as objectives by all reporting projects. Provision of technical assistance was indicated by four projects as a formal, written objective; five additional projects are providing technical assistance although not as a formal objective. Nine projects reported objectives related to agency coordination, with the majority developing interagency agreements. Objectives in the area of manpower training were indicated by nine projects. Eleven projects reported conducting library or empirical research as an objective.

GEOGRAPHIC AREA SERVED

The 16 projects reported under this competition are located in 11 states with California, Washington, D.C., and New York each having two projects, and Washington having three (see Map below). Five projects serve major metropolitan areas, one having no public transportation. One project serves a suburb of a metropolitan area. Four projects are countywide, with three serving more than one county. Two projects are statewide, and four projects serve more than one state with three projects reporting nationwide activities.

LOCATION OF 84.158A PROJECTS



Project Title:
Employment Retention Program

Project Director:
Robert Gaylord-Ross

Contact Person:
Devi Jameson

Telephone:
(415) 724-4657

Project Start Date: 1/1/85
Project End Date: 12/31/87

Institute #20

Competition 84.158A

Mailing Address:
Richmond Unified School District
1108 Bissell Avenue
Richmond, CA 94804

Geographic Area Served:
Metropolitan area (100,000+) with public transportation & part of a county

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PROJECT PURPOSE

To apply individual supported work model for handicapped youth in transition.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Job development.
2. On-the-job training.
3. Social skill and social ecological analysis.
4. Development of manual: The Vocational Integration of Persons with Handicaps.
5. Project evaluation, outcomes analysis.

PRIMARY GRANTEE

Public secondary school and local education agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Community/junior college, and university/four year college

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Project developed instruments	Currently available
Journal articles	Currently available
Project monograph	1987

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 60

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 60

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities

20 parents, 30 teachers, 20 agency personnel, 10 project staff, and 10 business/industry personnel

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate autism	2	20 - 22
Mild behavioral disorders	2	17 - 19
Mild chronic mental illness	1	18
Moderate communication disorder	2	17 - 19
Mild developmental disability	10	17 - 23
Moderate developmental disability	16	17 - 23
Severe developmental disability	5	17 - 23
Mild emotional disorder	1	19
Moderate hearing impairment	1	19
Mild learning disability	6	17 - 21
Moderate learning disability	8	17 - 21
Mild mental retardation	10	17 - 23
Moderate mental retardation	14	17 - 23
Severe mental retardation	5	17 - 23
Mild physical handicap	1	17 - 19
Moderate physical handicap	1	17 - 19
Mild speech impairment	2	17 - 19
Moderate speech impairment	2	17 - 19
Mild substance abuse	1	19
Mild visual impairment	1	17 - 19
Moderate visual impairment	1	17 - 19
Economically disadvantaged	37*	17 - 23
Minority youth	45*	17 - 23

(* indicates some overlap in numbers)

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:
Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:
Level of direct service provided by project

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):
System analysis and case study

Personnel involved in evaluation activities:
Project director

Type of evaluation reporting and audience:
Formal evaluation report and brochure/pamphlet for OSERS, Transition Institute

INSTRUMENTATION

Project developed survey

Project Title:
Secondary Education and Transitional Services for Handicapped Youth

Project Director:
Dan Hulbert

Contact Person:
Richard Rosenberg

Telephone:
(213) 698-8121 X307

Project Start Date: 1/1/85
Project End Date: 12/31/87

Institute #21

Competition 84.158A

Mailing Address:
Whittier Unified High School District
Career Assessment & Placement Center
9401 S. Painter Avenue
Whittier, CA 90605

Geographic Area Served:
Part of a county including eight cooperating school districts

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PROJECT PURPOSE

To provide a comprehensive network of vocational, independent living skills, community consumer, and career education services for all students with exceptional needs (within the 8 cooperating school districts) through expanding services of existing Career Assessment and Placement Center, evaluating effectiveness of these services, and implementing a dissemination program.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continue to implement the model vocational training program for over 400 handicapped youth.
2. Increase dissemination activities, including presentations at conferences, visitation to Career Assessment and Placement Center, training at requesting sites, and follow-up consultation to districts adopting/adapting the Career Assessment and Placement Center model program.
3. Improve the dissemination of the Career Assessment and Placement Center model by developing a staff training dissemination manual and a high quality videotape.
4. Complete a validation study of the effectiveness of the Career Assessment and Placement Center model in achieving project objectives of paid employment in regular work settings for handicapped youth.

PRIMARY GRANTEE

Local education agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, community education/rehabilitation facility, state vocational rehabilitation, Regional Occupational Program, state developmental disabilities services

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Training manual	12/87
Video tape	Currently available
Curricula	Currently available
Replication manual	12/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1245

Estimated number of youth and/or adults with handicapping conditions receiving *direct* services over entire funding period: 415

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe emotional disorder	19	15 - 21
Health impairment	21	15 - 21
Hearing impairment	11	15 - 21
Learning disability	225	15 - 21
Moderate mental retardation	33	15 - 21
Physical handicap	15	15 - 21
Speech impairment	37	15 - 21
Moderate visual impairment	7	15 - 21
Multiple handicap	47	15 - 21

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

Over 1,000 individuals have received training through visitations, conference presentations, etc. These include parents, agency personnel, teachers, etc.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, number receiving direct services, student/client demographics, student/client work experience background data, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status

On Employers:
Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Program:
Program replication.

Evaluation Approach(es):
System analysis and goal based

Personnel involved in evaluation activities:
Project director, project staff and 3rd party evaluator

Type of evaluation reporting and audience:
Formal evaluation report for OSERS

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: Ravens Progressive Matrices, Slosson Intelligence Test, WAIS, WISC

Special Aptitude Tests: Bennett Mechanical Comprehension Test, Computer Programmer Aptitude Battery, Minnesota Paper Form Board Test, GATB, Non-reading Aptitude Test Battery, Minnesota Clerical Test, and Meier Briggs Art Test

Vocational Skills: VALPAR, MicroTower, JEVS, and Singer Work Samples

Academic Achievement: Adult Basic Learning Exam, Peabody Individual Achievement Test, SRA, Wide Range Achievement Test, and Street Survival Skills Questionnaire

Career Interest Inventories: Strong Campbell Interest Inventory, Self-Directed Search, Gordon Occupational Checklist, IDEAS, Career Assessment Inventory, and Singer Picture Interest Inventory

Daily Living Skills: Street Survival Skills Questionnaire

Dexterity/Manual Skills: Bennett Hand Tool Dexterity Test, Crawford Small Parts Dexterity Test, Hand Dynamometer, Minnesota Rate of Manipulation, Minnesota Spatial Relations, and Purdue Pegboard

Other: MESA; project developed Worker Evaluation Rating Scale, Parent Survey for Use of Time Outside of School, and On-the-Job Training Agreement

Project Title:
CCTM: Comprehensive Transition Training Model

Project Director:
Dennis Mithaug

Contact Person:
Dennis Mithaug

Telephone:
(303) 593-3114

Project Start Date: 1/1/85
Project End Date: 12/31/87

Institute #22

Competition 84.158A

Mailing Address:
University of Colorado
School of Education
P. O. Box 7150
Colorado Springs, CO 80933

Geographic Area Served:
Metropolitan area (100,000+) with public transportation

PROJECT PURPOSE

To increase movement of moderately, severely, and profoundly retarded students from school and home to independent living and work situations; through promoting independent functioning and adaptability at all levels.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Complete adaptability demonstrations in self-contained classrooms, mainstreamed classrooms, community training sites and apartment living sites.
2. Development of inservice training packages on adaptability.
3. Implement/evaluate training packages via inservice workshops for 30 teachers/service providers.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school

PROJECT PRODUCTS

Product	Date Available
Training manual	3/31/88
Journal articles	3/31/88
Replication manual	3/31/88

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 500

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 230

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate behavioral disorders	4	14 - 15
Severe behavioral disorders	2	14 - 15
Moderate learning disability	30	10 - 15
Severe learning disability	17	10 - 15
Mild mental retardation	75	10 - 21
Moderate mental retardation	200	10 - 21
Severe mental retardation	142	10 - 21
Profound mental retardation	30	10 - 21

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

30 teachers, and 6 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number receiving direct services, student/client demographics, assessment results for student/client, student/client progress in training program, student/client progress in educational program

On Employers:
Level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):
System analysis

Personnel involved in evaluation activities:
Project director, project coordinator, project staff, and principal investigator

Type of evaluation reporting and audience:
Formal evaluation report for OSERS and Transition Institute

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WISC-R and Stanford-Binet

Vocational Skills: Prevocational Assessment and Curriculum Guide and Vocational Assessment and Curriculum Guide

Adaptive Behavior: Woodcock-Johnson Scales of Independent Behavior

Other: Adaptability Checklist; Intellectual Achievement Responsiblity Questionnaire; Gruen, Corte, Stephens Locus of Control; and project developed student progress observation form

Project Title:
IAM-CARES Transitional Services for Handicapped Youth

Project Director:
Charles Bradford

Contact Person:
Guy Stubblefield
Angela Traiforos

Telephone:
(202) 857-5173

Project Start Date: 11/1/84
Project End Date: 10/31/87

Institute #24

Competition 84.158A

Mailing Address:
IAM - CARES
1300 Connecticut Avenue
Washington, DC 20036

Geographic Area Served:
Region of a nation (more than one state), includes metropolitan area (100,000+) with public transportation.

PROJECT PURPOSE

To plan, establish, develop, and demonstrate a vocational training and job placement program for secondary level handicapped youth that demonstrates a fully unified and coordinated approach between business, industry, labor, local education agencies, and rehabilitation systems.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Place 60 handicapped youths in the competitive labor market.
2. Place 80 handicapped youths in OJT.
3. Place handicapped youths in jobs with a minimum of $5.00 per hour wage.
4. Maintain 75% rate of retention.
5. Increase the caseload and placement rate of SD by 65%.

PRIMARY GRANTEE

Labor union sponsored private non-profit organization

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, private secondary school, local education agency, community/junior college, JTPA service delivery area agent, residential education /rehabilitation facility, community workshop, community education/rehabilitation facility, research institute, city/county government, state agencies, private non-profit agency, Association for Retarded Citizens, Association for Learning Disabilities, hospital

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Fall 1987
Training manual	Winter 1987
Video tape	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 150

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 80

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe behavioral disorders	15	16 - 21
Severe developmental disability	50	16 - 21
Moderate emotional disorder	20	16 - 21
Moderate epilepsy	4	16 - 21
Moderate learning disability	25	16 - 21
Moderate mental retardation	35	16 - 21
Severe physical handicap	15	16 - 21
Moderate speech impairment	10	16 - 21
Profound visual impairment	10	16 - 21

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

10 agency personnel, 100 business/industry personnel, 20 teachers, and 10 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:
Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status, labor union involvement

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc.

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):
Goal based, professional review, and case study

Personnel involved in evaluation activities:
Project director, project coordinator, project staff, advisory board, and staff evaluator

Type of evaluation reporting and audience:
Formal evaluation report, executive summary, and brochure/pamphlet for consumers, OSERS, advisory board, state vocational rehabilitation and public schools

Project Title:
City Lights Project

Project Director:
Bert L'Homme

Contact Person:
Bert L'Homme
Paul Bucci

Telephone:
(202) 682-0818

Project Start Date: 10/1/84
Project End Date: 9/30/87

Institute #23

Competition 84.158A

Mailing Address:
City Lights, Inc.
7 New York Avenue NE
Washington, DC 20002

Geographic Area Served:
Metropolitan area (100,000+)
with public transportation

PROJECT PURPOSE

To develop a demonstration program to assist seriously emotionally and educationally handicapped students to make the transition from school to work and from dependence to independence.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Implementation of substance abuse component.
2. Dissemination of project results.

PRIMARY GRANTEE:

Private non-profit agency

PROJECT PRODUCTS

Product	Date Available
Project report	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe behavioral disorders	100	13 - 22
Minority Youth	100	13 - 22

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

4 teachers

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

Evaluation Approach(es):
System analysis and goal based

Personnel involved in evaluation activities:
Project director, project coordinator, project staff, advisory board, 3rd party evaluator

Type of evaluation reporting and audience:
Formal evaluation report for OSERS

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WISC-R

Special Aptitude Tests: No instrument name indicated.

Vocational Skills: Valpar

Academic Achievement: Metropolitan

Career Interest Inventories: Wide Range Interest Opinion Test

Other: Project developed Abstracting Permanent Records Form, Vocational Independence Scale, and Follow-up Interview

Project Title:
Secondary School/Post Training Employment Transition Service Demonstration Model Project for Handicapped Students

Project Director:
Robert Stodden

Contact Person:
Robert Stodden

Telephone:
(808) 948-7956

Project Start Date: 10/1/84
Project End Date: 9/30/87

Institute #25

Competition 84.158A

Mailing Address:
University of Hawaii
Department of Special
Education, UA4-4
1776 University Avenue
Honolulu, HI 96822

Geographic Area Served:
State

PROJECT PURPOSE

To focus on the three phases of transition process: 1) secondary program IEP management, 2) transitional management, and 3) availability/appropriateness of postsecondary program options.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Increase the availability and improve quality of transition services.
2. Improve the effectiveness and efficiency of access procedures and curriculum planning.
3. Institutionalize demonstrated project outcomes.

PRIMARY GRANTEE:

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, community/junior college, state education agency, state vocational rehabilitation, private non-profit agency, Association for Retarded Citizens, community education/rehabilitation agency

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Parent handbook	Currently available
Student handbook	Currently available
Project developed instruments	Currently available
Slide presentation	Currently available
Curricula	Currently available
Journal articles	Ongoing
Inservice materials	Currently available
Transition planning guide	Currently available
Management Information System	Currently available
Career Planning Packet	Currently available
Career Day Report/Planning Guide	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 800

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 29

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild emotional disorder	1	16 - 21
Mild learning disability	7	16 - 21
Mild mental retardation	9	16 - 21
Moderate mental retardation	9	16 - 21
Mild physical handicap	1	16 - 21
Moderate multiple handicap	2	16 - 21

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

183 parents, 50 agency personnel, 150 teachers, 9 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Intake/referral information, number receiving direct services, student/client demographics, student/client work experience background, assessment results, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, and analysis of school leavers

On Employers:
Level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training outcomes

On Program:
Program characteristics/demographics, program replication

Evaluation Approach(es):
System analysis

Personnel involved in evaluation activities:
Project director, project coordinator, project staff, principal investigator, and graduate assistant

Type of evaluation reporting and audience:
Formal evaluation report for OSERS, advisory board, and state agencies

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Career Interest Inventories: Becker Reading-Free Interest Survey, Janus Work Inventory, and Career Kokua

Institute #26

Project Title:
Project COMPETE:
Community-Based Model for Public School Exit and Transition to Employment

Competition 84.158A

Project Director:
Richard Dever

Contact Person:
Richard Dever

Telephone:
(812) 335-0423

Mailing Address:
Center for Innovation in Teaching the Handicapped
2805 E. 10th Street
Suite 150
Bloomington, IN 47405

Project Start Date: 1/11/84
Project End Date: 1/10/87

Geographic Area Served:
Region within a state

PROJECT PURPOSE

To develop, evaluate, and replicate a transitional service model linking rehabilitation centers and public schools in preparing moderately and severely handicapped youth to obtain and maintain competitive employment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. To continue project implementation and evaluation activities in the original and first replication site.
2. To systemtically evaluate and revise all components of the model program.
3. To replicate year 1 activities in programs in Jefferson County (Madison Special Services Unit with Jefferson/Switz ARC Center).
4. To disseminate information on the model program to professionals at the local, state and national level.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, JTPA service delivery area agent, community education/rehabilitation facility, state vocational rehabilitation, State Department of Public Instruction, Association for Retarded Citizens, Association for Rehabilitation Facilities

PROJECT PRODUCTS

Product	Date Available
Project developed instruments	Currently available
Journal articles	Currently available
Replication manual	Currently available
Working paper series	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 150

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 35

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate/severe mental retardation	35	16 - 22

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Agency personnel and teachers

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Student/client demographics, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status

On Employers:
Employer characteristics/demographics, employer collaboration level

On Program:
Program characteristics/demographics, program replication.

Evaluation Approach(es):
System analysis and decision making

Personnel involved in evaluation activities:
Project director, project coordinator, project staff, staff evaluator, and co-principal investigators

Type of evaluation reporting and audience:
Formal evaluation report for OSERS, State Department of Public Instruction, and State Vocational Rehabilitation

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Special Aptitude Tests: Minnesota Spatial Relations Test

Vocational Skills: VALPAR and locally developed work performance profile and critical functions analysis

Social Skills: Social and Prevocational Information Battery and Street Survival Skills Questionnaire

Dexterity/Manual Skills: Crawford Small Part Dexterity and Minnesota Rate of Manipulation

Other: Project developed Structured Employer Observation Form, Inservice Rating Scales, Semi-structured Interview, Parent Survey, Employer Contact Sheet, and Vocational Content and Setting Observation Inventory

Project Title:
Community Services for Autistic Children

Project Director:
Patricia Juhrs

Contact Person:
Patricia Juhrs

Telephone:
(301) 258-2950

Project Start Date: 7/1/84
Project End Date: 6/30/87

Institute #27

Competition 84.158A

Mailing Address:
Community Services for
Autistic Children, Inc.
15708 Anamosa Drive
Rockville, MD 20855

Geographic Area Served:
Nationwide

PROJECT PURPOSE

To refine a successful community-based, nonsheltered work-training program; evaluate the effectiveness of the model curriculum, the methods and interventions, nonsheltered placements and staff training; and disseminate information regarding the model for replication through site visits, a demonstration training film brief handbook, and presentations at conferences.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Systematic availability of model for dissemination and replication (site visit schedule, film, handbooks, conference presentation, professional training).

PRIMARY GRANTEE:

Private non-profit agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, local education agency, city/county government, state education agency, and state department of mental hygiene

PROJECT PRODUCTS

Product	Date Available
Training manual	6/87
Video tape	6/87
Journal articles	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 540

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 56

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Autism	56*	15 - 45
Mental retardation		15 - 45

(* inclusive of both handicapping conditions)

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Parents, agency personnel, and project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, number receiving direct services, student/client demographics, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client employment status

On Employers:
Employer characteristics/demographics

Evaluation Approach(es):
System analysis

Personnel involved in evaluation activities:
Project director and research assistant

Type of evaluation reporting and audience:
Formal evaluation report for OSERS

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Vocational Skills: VALPAR

Adaptive Behavior: Locally developed instrument

NOTE: Project Profile generated by Technical Assistance Program staff from grant application(s) and previous year's Project Profile.

Project Title:
Continuum of Coordinated Transitional Services for Developmentally Disabled

Project Director:
Patricia Tompkins-McGill

Contact Person:
Patricia Tompkins-McGill

Telephone:
(505) 672-1791

Project Start Date: 11/1/84
Project End Date: 10/30/87

Institute #28

Competition 84.158A

Mailing Address:
Las Cumbres Learning Services
P. O. Box 740
Los Alamos, NM 87544

Geographic Area Served:
Region within a state

PROJECT PURPOSE

To develop and demonstrate innovative methods of facilitating sheltered, competitive and supported employment opportunities for developmentally disabled youth who reside in large rural socio-economically depressed regions of northern New Mexico.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continue public awareness and education and dissemination of information about project activities.
2. Continue services of first two years such as vocational assessment, competitive employment placements, independent living placements, etc.
3. Refine service delivery models and complete documentation.
4. Demonstrate the project to those interested in replication.
5. Complete exportable products.
6. Overall project evaluation.

PRIMARY GRANTEE

Private non-profit agency

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Videotape	Currently available
Curricula	Currently available
Journal articles	Currently available
Client handbook	Currently available
Employer handbook	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 135

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 69

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild developmental disability	15	16 - 72
Moderate developmental disability	34	16 - 72
Severe developmental disability	15	16 - 72
Profound developmental disability	5	16 - 72

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

20 agency personnel, 30 business/industry personnel, and 15 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:
Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):

System analysis, goal based, goal free, professional review

Personnel involved in evaluation activities:

Project director, project coordinator, and project staff

Type of evaluation reporting and audience:

Formal evaluation report and brochure/pamphlet for consumers, OSERS, Transition Institute, advisory board, state vocational rehabilitation, state HED

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Vocational Skills: McCarron Dial and San Francisco Vocational Competency Scale

Adaptive Behavior: AAMD Adaptive Behavior Scales, MDC Behavioral Checklist and SIB

Social Skills: SIB

Career Interest Inventories: Strong Campbell Interest Inventory

Survival Skills: Street Survival Skills Questionnaire

Daily Living Skills: Street Survival Skills Questionnaire and AAMD Adaptive Behavior Scales

Dexterity/Manual Skills: VIEWS and Bender Gestalt

Project Title:
Project EMPLOYMENT

Project Director:
Patricia Catapano

Contact Person:
Michael Kramer

Telephone:
(212) 563-7474

Project Start Date: 12/6/84
Project End Date: 12/5/87

Institute #30

Competition 84.158A

Mailing Address:
Young Adult Institute
460 W. 34th Street
New York, N.Y. 10001-2382

Geographic Area Served:
Metropolitan area (100,000+)
with public transportation

PROJECT PURPOSE

To develop and implement a model program to facilitate competitive employment in developmentally disabled young adult who are in transition from school to adult environments.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Evaluate the success of and disseminating information about PEP's procedures.
2. Formalize and expand the management awareness training program.
3. Place an additional 15 clients in competitive employment positions.
4. Explore alternative means for funding the project.

PRIMARY GRANTEE

Private non-profit agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Local education agency, city/county government, state developmental disabilities, and Private Industry Council

PROJECT PRODUCTS

Product	Date Available
Newsletter	12/87
Video tape	Currently available
Curricula	12/87
Journal articles	12/87
Resource directory	12/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 60+

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 60

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Developmentally disabled	60	16 - 21

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Business/industry personnel, parent units, and residence staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Assessment results for student/client, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:

Employer characteristics/demographics

Evaluation Approach(es):

Goal based

Personnel involved in evaluation activities:

Project director, project coordinator, and advisory board

Type of evaluation reporting and audience:

Formal evaluation report for consumers, OSERS, state developmental disabilities, state vocational rehabilitation, state department of education, service providers, and professionals

INSTRUMENTATION

Locally developed Vocational Needs Assessment and Employers' Needs Assessment

NOTE: Project Profile generated by Technical Assistance Program staff from grant application(s) and previous year's Project Profile.

Project Title:
Human Resources Center Transition of Severely Disabled Youth from School to Work: A Demonstration Model

Institute #29

Competition 84.158A

Project Director:
Roberta Housman

Contact Person:
Jessica Swirsky

Telephone:
(516) 747-5400 X1239

Project Start Date: 10/1/84
Project End Date: 9/30/87

Mailing Address:
Human Resources Center
I.U. Willets Road
Albertson, NY 11507

Geographic Area Served:
Suburb of a metropolitan area

PROJECT PURPOSE

To create a service demonstration model program which utilizes community resources for facilitating the transition of non-collegebound severely disabled students from secondary education into employment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continue to work with students from over 25 local schools who are in transition from school to work.

PRIMARY GRANTEE:

Community education/rehabilitation facility and private non-profit agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, private secondary school, local education agency, community/junior college, university/four year college, JTPA service delivery area agent, residential education/rehabilitation facility, community workshop, profit making agency, research institute, city/county government, state agency, Association for Retarded Citizens, Association for Learning Disabilities and hospital

PROJECT PRODUCTS

Product	Date Available
Curricula	Ongoing
Journal articles	Ongoing

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 160

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 160

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities

100 parents, 50 agency personnel, 50 business/industry personnel, 50 teachers, and 3 project staff

DIRECT SERVICES

Handicapping Condition	No. Served*	Age Range
Moderate behavioral disorders	20	16 - 21
Severe behavioral disorders	10	16 - 21
Moderate brain damage	5	16 - 21
Moderate cerebral palsy	10	16 - 21
Severe cerebral palsy	20	16 - 21
Moderate chronic mental illness	5	16 - 21
Moderate communication disorder	15	16 - 21
Moderate developmental disability	30	16 - 21
Severe developmental disability	10	16 - 21
Moderate emotional disorder	15	16 - 21
Moderate epilepsy	2	16 - 21
Mild hearing impairment	2	16 - 21
Moderate learning disability	25	16 - 21
Mild mental retardation	15	16 - 21
Mild physical handicap	50	16 - 21
Mild speech impairment	10	16 - 21
Moderate speech impairment	5	16 - 21
Mild spinal cord injury	10	16 - 21
Moderate spinal cord injury	15	16 - 21
Mild traumatic head injury	1	16 - 21
Moderate traumatic head injury	1	16 - 21
Mild visual impairment	2	16 - 21
Moderate visual impairment	1	16 - 21

(* indicates duplicate counts)

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:

Employer collaboration level

On Postsecondary Education:

Level of direct service provided by project

On Program:

Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):

System analysis and goal based

Personnel involved in evaluation activities:

3rd party evaluator

Type of evaluation reporting and audience:

Formal evaluation report for OSERS

INSTRUMENTATION

Type of instruments used in project evaluation activities

General Ability/Intelligence Tests; Special Aptitude Tests; Vocational Skills; Academic Achievement; Adaptive Behavior; Social Skills; Career Interest Inventories; Daily Living Skills; and Dexterity/Manual Skills.

Project Title:
Electronics Industry Enclave Project

Institute #31

Competition 84.158A

Project Director:
Larry Rhodes

Contact Person:
Larry Rhodes

Telephone:
(503) 686-5311

Mailing Address:
Specialized Training Program
University of Oregon
130 Education
Eugene, OR 97403

Project Start Date: 10/1/84
Project End Date: 9/30/87

Geographic Area Served:
Nationwide

PROJECT PURPOSE

To develop a fully tested and nationally replicable model for employing persons with severe mental retardation and related educational handicaps in regular worksites upon graduation from school.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Replication of additional model sites.
2. Develop/revise materials for dissemination to other public agencies.
3. Complete evaluation of sites and model.

PRIMARY GRANTEE

Private non-profit agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school and state agency

PROJECT PRODUCTS

Product	Date Available
Training manual	6/87
Project developed instruments	6/87
Video tape	Currently available
Journal articles	Currently available
Replication manual	6/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 30

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 30

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate developmental disability	30	no age given

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

20 agency personnel, 20 business/industry personnel, 10 teachers, and 20 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client employment status

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

On Program:

Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):

System analysis and goal based

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, advisory board, and staff evaluator

Type of evaluation reporting and audience:

Formal evaluation report for local funders and project staff

Project Title:
Competitive Employment for Mentally Retarded Young Adults

Institute #32

Competition 84.158A

Project Director:
Paul Wehman

Contact Person:
Wendy Parent

Telephone:
(804) 257-1851

Mailing Address:
Virginia Commonwealth University
Rehabilitation Research and Training Center
VCU P. O. Box 2011
Richmond, VA 23284-0001

Project Start Date: 10/1/84
Project End Date: 9/30/87

Geographic Area Served:
Region within a state

PROJECT PURPOSE

To demonstrate competitive employment for youth with mental retardation through a supported work approach including job site training and follow-along services after placement.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continue job placement and supported work services.
2. Continue providing follow-along services.
3. Continue dissemination of project.
4. Participate in transition planning meetings.
5. Assist in the development of interagency meetings.
6. Complete a project monograph.
7. Transfer transition and supported work responsibilities to school and adult agency staff.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Local/state Association for Retarded Citizens, JTPA service delivery area agent, National Alliance of Businessmen, local mental health/mental retardation boards

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Project developed instruments	Currently available
Slide presentation	Currently available
Videotape	Currently available
Journal articles	Currently available
Replication manual	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: students in five public school systems

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 48

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate autism	1	18 - 22
Mild mental retardation	6	18 - 22
Moderate mental retardation	32	18 - 22
Severe mental retardation	9	18 - 22

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Parents, agency personnel, teachers.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, physical health measures, social interaction competencies, language competence, discretionary income available, appearance, general adaptive behavior, and parent perceptions.

On Employers:
Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:
Postsecondary education/training demographics, level of direct service provided by project

On Program:
Program characteristics/demographics, program replication.

Evaluation Approach(es):

Systems analysis, goal based, professional review, and case study

Personnel involved in evaluation activities:

Project director, project coordinator, and project staff

Type of evaluation reporting and audience:

Final evaluation report to OSERS

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Vocational Skills: Supervisor's evaluation, client specific intervention time recording sheet

Adaptive Behavior: AAMD Adaptive Behavior Scale

Other: Consumer employment screeening form, parent/guardian attitude survey, behavioral/observational assessment, and quality of life measures. Project has developed behavioral observation and task analytic recording forms, supervisor evaluation rating scales, informal interviews with teachers, parents, co-workers, consumer information referral form, job screening form, placement report, and separation report.

Project Title:
The Continuing Education Project:
A Realistic Transition Model for
Secondary School Handicapped

Institute #34

Competition 84.158A

Project Director:
James Q. Affleck

Contact Person:
James Q. Affleck

Telephone:
(206) 543-4011

Mailing Address:
University of Washington
College of Education
Experimental Education Unit
Mail Stop WJ-10
Seattle, WA 98195

Project Start Date: 1/1/85
Project End Date: 12/31/87

Geographic Area Served:
State

PROJECT PURPOSE

To develop a model that school districts can use to better prepare 17-21 year old handicapped students for the world of work. Students will work in competitive jobs during the day, evenings or weekends, will attend a transition resource room three times per week, and participate in an Employment Support Group once per week. They will be placed in other in-district programs (e.g., vocational classes) as warranted by individual training needs.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Implement revised transition model.
2. Recruit student population.
3. Familiarize district teachers and guidance staff with project.
4. Field-test University of Oregon curricula.
5. Monitor student progress.
6. Develop "Best Practices/Procedures" manual.

PRIMARY GRANTEE:

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, state department of public instruction, state vocational rehabilitation

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Best Practices/Procedures manual	12/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1000

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 65

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild behavioral disorders	10	17 - 21
Mild learning disability	30	17 - 21
Mild/moderate mental retardation	25	17 - 21

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

100 parents, 47 school personnel, 120 teachers, and 12 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Employers:
Employer characteristics/demographics, level of direct service to employer, employer satisfaction with student/client

On Postsecondary Education:
Postsecondary education/training demographics

On Program:
Program characteristics/demographics, program implementation level

Evaluation Approach(es):
System analysis

Personnel involved in evaluation activities:
Project director, project coordinator, and project evaluator

Type of evaluation reporting and audience:
Formal evaluation report for OSERS, consumers, advisory board, and Office of Superintendent for Public Instruction

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Adaptive Behavior: Woodcock-Johnson Scales of Independent Behavior

Social Skills: Woodcock-Johnson Scales of Independent Behavior

Daily Living Skills: Woodcock-Johnson Scales of Independent Behavior

Other: University of Oregon Curriculum developed by the Adult Skills Development Center; Project Development Documentation File; and Employer and Student Satisfaction with Program Survey

Project Title:
Project Transition

Project Director:
John Emerson

Contact Person:
Jim Heliotis

Telephone:
(206) 281-6796

Project Start Date: 1/1/85
Project End Date: 12/31/87

Institute #35

Competition 84.158A

Mailing Address:
Career Vocational Education
Wilson Pacific Annex, Rm. 303
1330 N. 90th Street
Seattle, WA 98103

Geographic Area Served:
Metropolitan area (100,000+)
with public transportation

PROJECT PURPOSE

To set up a four phase vocational training and placement sequence addressing the needs of handicapped dropouts and high risk secondary level students.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Development and implementation of job coach model to provide post-placement support services.
2. Provision of instruction in basic work and social skills.
3. Specific training in vocational areas.
4. Final report development and dissemination activities.
5. Securing of local funding for project continuation.

PRIMARY GRANTEE

Local education agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

University/four year college, profit making agency, state vocational rehabilitation agency, and private non-profit agency

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 140

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 140

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild behavioral disorders	13	16 - 20
Mild health impairment	1	19
Mild learning disability	31	15 - 21
Mild mental retardation	10	16 - 21
Dropouts	55	16 - 21
Minority youth	40	15 - 21

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status

On Employers:

Level of direct service provided to employer

On Program:

Program characteristics/demographics, program implementation level

Evaluation Approach(es):

System analysis, connoisseurship, case study

Personnel involved in evaluation activities:

Project director, project manager, project staff

Type of evaluation reporting and audience:

Formal evaluation report for OSERS and local education agency

Project Title:
American Council on Rural Special Education

Project Director:
Doris Helge

Contact Person:
Doris Helge

Telephone:
(206) 676-3576

Project Start Date: 9/6/84
Project End Date: 9/6/87

Institute #33

Competition 84.158A

Mailing Address:
359 Miller Hall
Western Washington University
Bellingham, WA 98225

Geographic Area Served:
Nationwide

PROJECT PURPOSE

To develop and identify effective models of transition from school to work settings/community for rural persons with disabilities.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Development of manual describing effective rural transition strategies.
2. Completion of report analyzing results of transition survey (nationwide).

PRIMARY GRANTEE

Private non-profit agency

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

University/four year college

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Training manual	Currently available
Survey report	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 20,000

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Parents served nationally via ACRES Rural Family-Professional Partnership Task Force and 2nd Edition Rural Parent Resource Directory

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On Program:
Program characteristics/demographics

Personnel involved in evaluation activities:
Project coordinator

Type of evaluation reporting and audience:
Formal evaluation report for consumers

INSTRUMENTATION

Nationwide survey to assess effective rural transition strategies

COMPETITION PROFILE: CFDR 84.078B

POSTSECONDARY EDUCATION PROGRAMS FOR HANDICAPPED PERSONS: DEMONSTRATION PROJECTS FOR MILDLY MENTALLY RETARDED AND LEARNING DISABLED

INITIAL COMPETITION: 7/6/84

PURPOSE OF COMPETITION

The purpose of this competition was to stimulate the field of higher education to conduct projects that would enhance postsecondary possibilities for persons with mild mental retardation or persons with a learning disability especially to assure that demonstrated models for these populations are available to those concerned with their continuing educational needs. The primary focus was to provide individuals with a handicapping condition a means by which to pursue appropriate and effective educational opportunities in postsecondary, vocational and technical institutions. Projects were expected to develop, operate and disseminate specially designed model programs of postsecondary, vocational, technical, continuing, or adult education for persons with mild mental retardation or a learning disability.

AUTHORITY

Authority for this program is contained in Section 625 of Part C of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

State educational agencies, institutions of higher education including junior and community colleges, vocational and technical institutions, and other appropriate nonprofit educational agencies were eligible for this competition.

FUNDS AVAILABLE

Approximately $2,200,000 was expected to be available for support of an estimated 15 new grants in fiscal year 1984.

NUMBER OF GRANTS AWARDED

Fifteen demonstration projects were funded under this competition.

DURATION

Project support was available for periods of one, two, or three years. Four projects have expired with the remaining 11 projects terminating in 1987.

SUMMARY OF 84.078B PROJECT PROFILES

PRIMARY GRANTEE

Eight of the reporting projects in this competition were awarded to universities. Grants were also received by a public secondary school, a community college, a community rehabilitation facility, and a state education agency.

PROJECT PARTICIPANTS

Projects funded in this competition were to enhance postsecondary possibilities for individuals with mild mental retardation and persons having a learning disability. The 11 projects reporting on their project participants indicated an impact on an estimated 13,174 individuals with handicapping conditions. Direct services were reported for approximately 3739 students. The age range of youth/adults receiving direct services is from 14 to 77. Students with a learning disability comprised 79% of the target population. Fifteen percent (15%) of the individuals served are mildly mentally retarded. Two percent (2%) of the project participants were reported as economically disadvantaged and less than 1% were from a minority group.

Related service components were reported by 10 projects, with eight providing service/training to 736 teachers. Agency personnel were indicated as service recipients by six projects, and parents were reported by five projects. One project is providing specific training for 300 learning disability specialists, and one project reported providing related services for 2000 university faculty. Two projects are working with business/ industry personnel.

COOPERATING AGENCIES & ORGANIZATIONS

Ten projects reported cooperation with outside agencies or organizations. Public/private secondary schools or local education agencies are involved to some extent in over one-half of the projects. Approximately one-half of the projects are working with state agencies, of which four projects indicated specific collaboration with state vocational rehabilitation agencies.

PRODUCTS

Twelve projects reported product development. Seven indicated the availability of a project brochure. Over one-half indicated the development of journal articles and replication manuals. Other frequently mentioned products were training manuals and project developed instruments. Parent handbooks, student handbooks, slide and video tape presentations were indicated as products by individual projects.

PROJECT EVALUATION PLAN

A system analysis evaluation approach was reported as used by ten projects. Five projects indicated the use of a goal based evaluation approach, of which three projects are using it in conjunction with system analysis. Six projects indicated use of a decision making evaluation approach in conjunction with system analysis. As supplemental approaches, professional review and case study were reported as being used by five projects.

Evaluation data on students/clients is being collected by 11 projects. The majority are collecting information on the number receiving direct services. Intake/referral information, student/client demographics, student/client educational background data, assessment results, and student progress in educational programs are being collected by over 70% of the projects. Three projects are collecting evaluation data on employers. Information on the level of direct service provided to employer, i.e., training of supervisors, employer contact, etc. is being collected by three projects. Information on postsecondary education/training is being collected by ten projects. Of these, seven projects are looking at postsecondary education/training outcomes. Ten projects reported data collection on program characteristics/ demographics. Program replication data is being collected by five projects.

Ten projects reported on instruments used in project evaluation activities. The most frequently reported types of commercially available instruments were general ability/intelligence tests and academic achievement tests. Several of these projects also listed self-esteem/self-concept measures. Project developed client interviews were used by at least five projects.

PROJECT OBJECTIVES

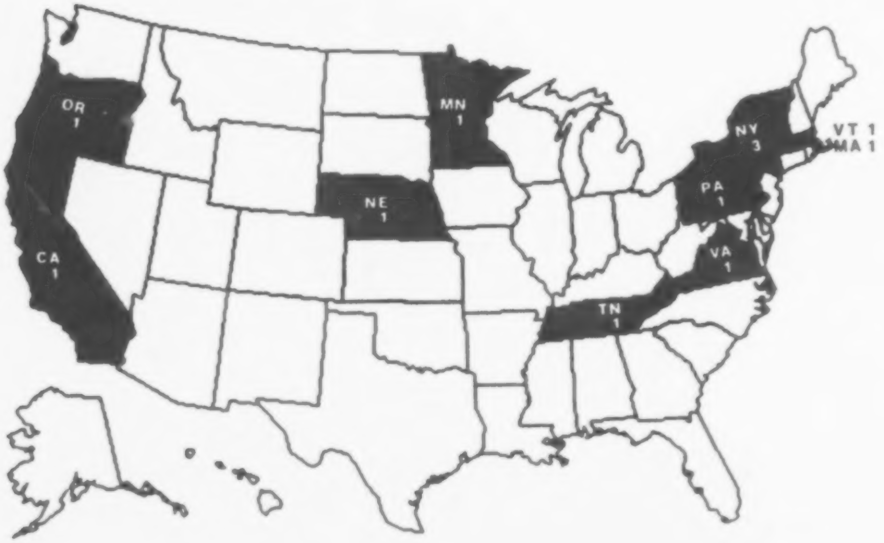
Project objectives were specified by ten projects in this competition. All ten reporting projects are engaged in assessment/referral activities. Eight projects reported objectives in the area of placement with the majority placing students in postsecondary education settings. Training/education objectives were reported by nine projects, of which eight indicated nonvocational training as an objective. Support for students after postsecondary placement was indicated as an objective by four projects. Counseling objectives were reported by nine projects, the majority providing career exploration and/or student counseling. Development of peer support groups was an objective for five projects. Objectives in the area of program development were reported by 10 projects, the majority indicating the development and implementation of a service delivery model as a formal, written objective.

Development and dissemination of products and general dissemination of information were both reported by ten projects. One project indicated model replication as an objective. The area of agency coordination was cited by four projects in formal, written objectives. Eight projects, however, reported the development of a network among service providers as an objective being practiced. Development of interagency agreements is an objective of three projects. Objectives in the area of manpower training were indicated by seven projects. Empirical research is being conducted by eight projects.

GEOGRAPHIC AREA SERVED

Twelve of the original 15 projects funded under this competition are located in 10 different states, with New York having three (see Map below). Four projects are serving major metropolitan areas, and one is providing services in a suburb of a major metropolitan area. One project serves more than one county within a state, and one project serves more than one state. The remaining five projects are statewide with one project specifically serving the community college system within the state.

LOCATION OF 84.078B PROJECTS



Project Title:
Program Standards & Eligibility
Criteria for LD Adults in
Postsecondary Education

Institute #86

Project Director:
Laurel Best

Competition 84.078B

Contact Person:
Laurel Best

Mailing Address:
Cypress College
9200 Valley Road
Cypress, CA 92311

Telephone:
(714) 826-2220

Project Start Date: 10/1/84
Project End Date: 9/30/87

Geographic Area Served:
State

PROJECT PURPOSE

To standardize, delineate, and distribute a process and criteria for assessment and identification of LD adults in community colleges to be normed and validated for non-handicapped adult population for the State of California. To develop minimum learning disabled program services to be standardized statewide.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. To implement the Learning Disabled Selection Model in 106 community colleges in California.
2. To develop and implement an ongoing training program for Learning Disabilities Specialists.
3. To develop minimum learning disabled program services.
4. To implement minimum program services.
5. To develop a directory of CORE services for use by professionals and students for state and national use.
6. To specify and implement the evaluation model to monitor the results of the LD Selection Model and Program Services Model.
7. To conduct an Invited Conference to evaluate and disseminate project results.

PRIMARY GRANTEE

Community/junior college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Community/junior college, university/four year college, research institute, California Association of Postsecondary Educators

PROJECT PRODUCTS

Product	Date Available
Training manual	12/87
Project developed instruments	12/87
Video tape	12/87
Journal articles	on-going
Replication manual	12/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 11,000

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 2,000

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild learning disability	200	18 - 77
Moderate learning disability	1600	18 - 77
Severe learning disability	200	18 - 77

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

300 LD Specialists

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in educational program, student/client follow-up status, student/client outcome status, classification of appropriate population

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes, ethnic and bias issues related to assessment and services provided by LD programs

On Program:
Program characteristics/demographics, program replication.

Evaluation Approach(es):
System analysis, professional review and case study

Personnel involved in evaluation activities:
Project director, project staff and 3rd party evaluator

Type of evaluation reporting and audience:
Formal evaluation report for consumers, Transition Institute, and state agency

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS-R and Woodcock Johnson Psychoeducational Battery

Academic Achievement: Woodcock Johnson Psychoeducational Battery, Wide Range Achievement Test, Academic Skills Inventory, ACT Assessment, Stanford Achievement Test and locally developed academic skills assessment battery

Adaptive Behavior: Comprehensive Test of Adaptive Behavior, Scales of Independent Behavior and Vineland Adaptive Behavior Scales

Social Skills: Locally developed application for services intake interview

Other: Employment Verification, Academic Attributes Survey and Processing Deficit Checklist; project developed Intake Interview, Consent Form, Professional Certification, Primary Procedure and Secondary Procedure

Project Title:
Project Collegebound

Project Director:
Frank Bianco

Contact Person:
Ellen Racioppi

Telephone:
(617) 729-3091

Project Start Date: 9/6/84
Project End Date: 3/6/87

Institute #87

Competition 84.078B

Mailing Address:
Winchester Public Schools
154 Horn Pond Brook Road
Winchester, MA 01890

Geographic Area Served:
Suburb of a metropolitan area

PROJECT PURPOSE

To provide secondary LD students (and those with similar learning characteristics) with skills known to be critical to good learning and academic success through a credited, JDRP approved, Learning to Learn course. To provide teachers with the training and coaching required to implement LTL skills within the content area, and to incorporate current research on learning styles/hemispheric preference in lesson plan design.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Inservice training for faculty members.
2. Community awareness workshops.
3. Model/coach effective use of strategies in classrooms.
4. Learning skills classes for credit.

PRIMARY GRANTEE:

Public secondary school and local education agency

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Curricula overview	Currently available
Presentations	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 130

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 30*

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Learning disability	30*	14 - 18

(*indicates a diagnosis of learning disability, 100 additional students are served who exhibit similar learning problems, but are not diagnosed LD)

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

20 parents and 20 teachers

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, number receiving direct services, student/client progress in educational program

On Program:

Program characteristics/demographics, program implementation level

Evaluation Approach(es):

System analysis

Personnel involved in evaluation activities:

3rd party evaluator, secondary administrators, and special education director

Type of evaluation reporting and audience:

Formal evaluation report for OSERS, Transition Institute, and advisory board

INSTRUMENTATION

Coopersmith Self-Esteem, LTL Assessment Inventory and project developed interviews and surveys for Collegebound workshops/classes

Project Title:
Enhancing the Transition of Mildly Retarded and LD Postsecondary Vocational Education

Project Director:
James M. Brown

Contact Person:
James M. Brown

Telephone:
(612) 624-7754

Project Start Date: 9/1/84
Project End Date: 8/30/87

Institute #88

Competition 84.078B

Mailing Address:
Room 460 Vo Tech Building
University of Minnesota
St. Paul, MN 55108

Geographic Area Served:
Metropolitan area (100,000+) with public transportation in two states (MN & WA)

PROJECT PURPOSE

To develop and field test a model program that enhances the transition of mildly retarded and learning disabled persons from secondary special education programs and other settings, through postsecondary vocational education settings, and into gainful employment. To finalize development and implementation of materials and processes from both the Minnesota and Washington field sites. To determine the validity of instrumentation for identifying and monitoring potential dropouts with handicaps.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Final revisions and field testing of instrumentation.
2. Development of policy recommendations for Minnesota's AVTIs regarding special needs learners.
3. Write recommendations regarding the use of computer-aid instruction for technical training and remediation of special needs learners.
4. Finalize field testing of curriculum for training employers to train vocational program students (graduates) who have disabilities.
5. Disseminate project findings and finalize "End of Project Report."

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Local education agency, state vocational rehabilitation, and state education agency.

PROJECT PRODUCTS

Product	Date Available
MN field site brochure	7/87
WA field site brochure	Currently available
Project developed instruments	Currently available
Journal articles	Currently available
Replication manual	10/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 60 - 75

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild learning disability	65	18 - 30
Mild mental retardation	35	18 - 30

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

10 agency personnel, 30 teachers, 25 business/industry personnel

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Intake/referral information, student/client demographics, student/client work experience background data, student/client progress in training program

On Employers:
Level of direct service provided to employer

On Postsecondary Education:
Postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes

On Program:
Program characteristics/demographics

Evaluation Approach(es):

System analysis, decision making, and professional review

Personnel involved in evaluation activities:

Project director, project coordinator, and 3rd party evaluator

Type of evaluation reporting and audience:

Formal evaluation report for OSERS

INSTRUMENTATION

Student Satisfaction and Satisfactoriness Instruments (SANDS)

Project Title: Postsecondary Intervention Model for Learning Disabilities	**Institute #89**
Project Director: John Bernthal	**Competition** 84.078B
Contact Persons: Jan Leuenberger Mary Morris	**Mailing Address:** 315 Barkley Memorial Center University of Nebraska Lincoln, NE 68583-0731
Telephone: (402) 472-5475 (402) 472-5469	
Project Start Date: 10/1/84 **Project End Date:** 9/30/87	**Geographic Area Served:** State

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PROJECT PURPOSE

To provide a program for the language learning disabled (LLD) population who are motivated to seek postsecondary education in a university setting. The project will implement a sequence of activities for LLD students, promote accepting and supportive climate, increase awareness of service availability, document the incidence of LLD students and provide adapted education alternatives.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Disseminate strategies and materials for faculty development.
2. Provide a systematic referral procedure to facilitate identification of LD students.
3. Verify UNL students with a learning disability in written and spoken language.
4. Provide specially adapted educational programs for LLD students.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, state vocational rehabilitation agency, state education agency, and Association for Learning Disabilities

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Student handbook	Currently available
4 training manuals	Currently available
3 project developed instruments	Currently available
Journal articles	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 150

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 85

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild communication disorder	50	no age given
Moderate communication disorder	15	no age given
Mild learning disability	20	no age given

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

75 agency personnel, 250 high school teachers, and 2000 university faculty

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program, student/client integration into environment

On Postsecondary Education:
Postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes, types of support services most frequently requested, source of referral

On Program:
Program characteristics/demographics

Evaluation Approach(es):

System analysis and goal based

Personnel involved in evaluation activities:

Project director, project coordinators, and project staff

Type of evaluation reporting and audience:

Executive summary for OSERS and advisory board

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS-R

Special Aptitude Tests: Bender Gestalt

Academic Achievement: Woodcock Johnson Psychoeducational Battery

Language Tests: Peabody Picture Vocabulary Test, Test of Adolescent Language, and locally available Written and Spoken Language Analysis

Other: End of Semester Interview, Follow-up Survey, and Faculty Attitude Scale

Project Title:
Redirecting Vocational Training to the Community College: A Purchasable Option for Mildly Handicapped Consumers

Institute #90

Project Director:
Bert Flugman

Competition 84.078B

Contact Person:
Bert Flugman

Telephone:
(212) 221-3532

Mailing Address:
CASE Institute for Research
& Development in Occupational
Education
33 W. 42nd Street
New York, NY 10036

Project Start Date: 10/1/84
Project End Date: 9/30/87

Geographic Area Served:
Metropolitan area (100,000+) with public transporation

PROJECT PURPOSE

To develop low-cost, non-degree vocational training at community colleges for handicapped youth who are school leavers and for disabled adults who need further training but aren't eligible for matriculated programs because they lack a high school diploma.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Implement office clerical skills training program that also includes classes in basic skills.
2. Tutoring.
3. Work experience on campus.
4. Interpersonal skill training.
5. Career counseling.
6. Job internship.

PRIMARY GRANTEE:

University and community college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, private secondary school, local education agency, state agency, Association for Learning Disabilities

PROJECT PRODUCTS

Product	Date Available
Curricula	9/87
Replication manual	9/87
Monograph chapter	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 125

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 125

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Moderate learning disability	125	17 - 28

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

10 parents, 2 teachers, and 2 tutors

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status

On Employers:
Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training outcomes

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):

System analysis, goal based, goal free, decision making, connoisseurship, case study

Personnel involved in evaluation activities:

Project director, project coordinator, project staff, advisory board, 3rd party evaluator, staff evaluator

Type of evaluation reporting and audience:

Formal evaluation report for OSERS

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS-R

Academic Achievement: Wide Range Achievement Test - Revised, Test of Adult Basic Education, Woodcock Word Attack

Language Tests: Detroit Sentence Imitation, Peabody Picture Vocabulary Test

Other: Adapted Piers-Harris Self-Concept Scale and project developed Skills Competency Checklists, Career Maturity Inventory, and Writing Samples

Project Title: Assimilating the Learning Disabled into Community College	**Institute #85**
Project Director: Roberta Housman	**Competition** 84.078B
Contact Person: Craig Michaels **Telephone:** (516) 747-5400	**Mailing Address:** Human Resources Center I.U. Willets Road Albertson, NY 11507
Project Start Date: 10/1/84 **Project End Date:** 9/30/87	**Geographic Area Served:** Region within a state including metropolitan area (100,000+) with public transportation

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PROJECT PURPOSE

To facilitate the transition of learning disabled students, who may have had no previous plans for higher education, into three community college settings.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Follow-up on people who have left the project.
2. Development of student workbook on transition to college.
3. Development of handbook for professionals (high school, college and vocational rehabilitation personnel).

PRIMARY GRANTEE:

Residential/education rehabilitation facility and community education/rehabilitation facility

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, private secondary school, local education agency, community/junior college, university/four year college, profit-making agency, research institute, state agency, and private non-profit agency

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Student handbook	9/87
Training manual	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 200

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 110

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild learning disability	10	16 - 30
Moderate learning disability	60	16 - 30
Severe learning disability	40	16 - 30

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

150 parents, 100 agency personnel, 300 teachers, and 4 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status

On Postsecondary Education:

Postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes, attitude change effected among faculty members

On Program:

Program characteristics/demographics, program replication.

Evaluation Approach(es):

Goal based and professional review

Personnel involved in evaluation activities:

Project coordinator, project staff, advisory board and 3rd party evaluator

Type of evaluation reporting and audience:

Formal evaluation report for OSERS and advisory board

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS-R and Woodcock Johnson Psychoeducational Battery

Academic Achievement: Woodcock Johnson Psychoeducational Battery

Adaptive Behavior: Weller-Strausser

Career Interest Inventories: Career Assessment Inventory

Other: Functional Assessment Inventory; project developed case record observations; student checklist; student, teacher, and inservice rating scale; and follow-up interview

Project Title:
Project CLASS - Career and Learning Assistance and Support Services

Project Director:
Bernard Katz
Irwin Rosenthal

Contact Person:
Irwin Rosenthal

Telephone:
(212) 598-7841

Project Start Date: 10/1/84
Project End Date: 9/30/87

Institute #84

Competition 84.078B

Mailing Address:
New York University
Counselor Ed. Department
SEHNAP
Room 400 East Building
Washington Square
New York, NY 10003

Geographic Area Served:
Metropolitan area (100,000+) with public transportation

PROJECT PURPOSE

To offer learning disabled students at New York University in undergraduate and graduate colleges with three different orientations - traditional, liberal arts, professional preparation, and a non-traditional work/study program - varied services to facilitate academic survival/success, career development and job preparation. Services include individualized programming, computer-assisted instruction, and group and individual career and study strategies/tutoring services.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Continue offering tutoring/counseling services to undergraduate and graduate learning disabled students.
2. Develop project brochure for faculty and students.
3. Develop case study.
4. Expand transitional activities related to the institutionalization of project within system.

PRIMARY GRANTEE:

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Local education agency, community/junior college, community education/rehabilitation facility, profit making agency, state vocational rehabilitation

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Student handbook	Currently available
Journal articles	Currently available
Chapter in monograph	Currently available
Faculty/student handbook	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 92

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 37

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Learning disabled	37	18-42

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

4 research assistants and consultation with faculty

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program

On Postsecondary Education:
Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training outcomes

On Program:
Program characteristics/demographics

Evaluation Approach(es):
System analysis and case study

Personnel involved in evaluation activities:
Staff evaluator, project directors, and project staff

Type of evaluation reporting and audience:
Formal evaluation report to OSERS, consumers, and Transition Institute

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligency Tests: WAIS-R

Academic Achievement: Wide Range Achievement Test, Stanford Reading, Informal Reading Inventory, Informal Writing Sample

Social Skills: Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B)

Career Interest Inventories: Career Development Inventory, and Strong Campbell Interest Inventory; Project developed Career Goal Questionnaire

Other: Coopersmith Self Esteem Inventory; Rosenberg Self Esteem Scale; Adapted Rosenberg Acceptance of Disability Scale; Survey of Study Habits and Attitudes; project developed Parent Survey; Parent Opinionaire and Knowledge Inventory; rating scales for vocational skills training, basic skills training, interpersonal skill training, internship, job placement, and extracurricular activities; and case study interview

Project Title: A Model Program of Community College Special Education for Adults with Mild Mental Retardation	Institute #92
Project Director: Daniel Close	Competition 84.078B
Contact Person: Daniel Close or Robert Wells	**Mailing Address:** Division of Special Education and Rehabilitation University of Oregon Eugene, OR 97403
Telephone: (503) 686-3585	
Project Start Date: 9/1/85 **Project End Date:** 8/31/87	**Geographic Area Served:** Region of a nation

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PROJECT PURPOSE

To develop, validate, and replicate a model instructional program within community college settings for persons with mild mental retardation.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Evaluation of Adult Skills Development Program activities.
2. Final revision of all materials based on field test information.
3. Completion of all field test activities.
4. Ongoing technical assistance for replication sites.
5. Completion of a Program Administration Manual.
6. Inservice training for teachers and service providers.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, community/junior college, JTPA service delivery area agent, community education/rehabilitation facility, state vocational rehabilitation, state mental health, state juvenile justice.

PROJECT PRODUCTS

Product	Date Available
Project developed instruments	9/87
Curricula	9/87
Journal articles	9/87
Replication manual	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 527

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 527

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities

2 parents, 46 agency personnel, 119 teachers, 30 graduate students, 76 home group trainers, and 13 community college personnel

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Severe behavioral disorders	38	14 - 21
Moderate cerebral palsy	5	14 - 26
Severe cerebral palsy	6	14 - 26
Moderate developmental disability	59	14 - 21
Mild emotional disorder	7	22 - 37
Moderate emotional disorder	3	22 - 37
Mild epilepsy	4	14 - 21
Mild hearing impairment	4	17 - 21
Mild learning disability	75	14 - 21
Severe learning disability	35	14 - 21
Mild mental retardation	184	14 - 74
Moderate mental retardation	204	14 - 74
Mild physical handicap	1	19 - 23
Severe physical handicap	1	19 - 23
Moderate speech impairment	14	14 - 21
Mild visual impairment	5	14 - 21
Economically disadvantaged	81	14 - 21
Minority youth	22	14 - 21

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:
Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in educational program, student/client outcome status

On Postsecondary Education:
Level of direct service provided by project

On Program:
Program characteristics/demographics, program replication

Evaluation Approach(es):
System analysis and case study

Personnel involved in evaluation activities:
Staff evaluator

Type of evaluation reporting and audience:
Formal evaluation report for OSERS

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

Vocational Skills: Job Interview Skills Test

Social Skills: Locally developed Social Skills for Apartment Living Test

Daily Living Skills: Locally developed Money Management Skills Test, Nutrition and Cooking Skills Test, and Grocery Shopping Skills Test

Other: Project developed Demographics Checklist, Adult Skills Development Program Materials Evaluation Rating Scale, Significant Other Survey, and Student Satisfaction Survey

Project Title: College Access Program	Institute #93
Project Director: Earl Davis	**Competition** 84.078B
Contact Person: Earl Davis	**Mailing Address:** University of Tennessee 520 Oak Street Chattanooga, TN 37303
Telephone: (615) 755-4368	
Project Start Date: 10/1/84 **Project End Date:** 9/30/87	**Geographic Area Served:** State

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PROJECT PURPOSE

To design, implement, and disseminate information on a program for the learning disabled that wish to pursue postsecondary education.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Meet the postsecondary needs of 150 LD students.
2. Evaluation of program components (including modifications and deletions).
3. Documentation of the model.
4. Publicizing the model to increase the number of applicants.

PRIMARY GRANTEE

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Youth Educational Research Center, College Access Program, Special Services/Upward Bound

PROJECT PRODUCTS

Product	Date Available
Brochure/flyers	9/87
Journal articles	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 450

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 450

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Learning disability	450	18 - 50

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training outcomes

Evaluation Approach(es):
System analysis and decision making

Personnel involved in evaluation activities:
Project coordinator and staff evaluator

Type of evaluation reporting and audience:
Formal evaluation report for OSERS

INSTRUMENTATION

Type and name of instruments used in project evaluation activities

General Ability/Intelligence Tests: WAIS-R

Career Interest Inventories: Self-Directed Search

Other: Self Assessment Instruments, ACT Career Planning Program and project records

NOTE: Project Profile generated by Technical Assistance Program staff from grant application(s) and previous year's Project Profile.

Project Title:
Transition II - Postsecondary

Institute #95

Project Director:
Michael Collins

Competition 84.078B

Contact Person:
Michael Collins

Telephone:
(802) 656-2936

Mailing Address:
Dept. of Special Education
407 Waterman Building
University of Vermont
Burlington, VT 05405

Project Start Date: 10/1/84
Project End Date: 9/30/87

Geographic Area Served:
Metropolitan area (100,000+) with public transportation

PROJECT PURPOSE

To develop, implement, and evaluate a training and employment program in a postsecondary setting for individuals who are mentally retarded.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Prepare yearly reports.
2. Prepare job development manual.
3. Prepare on-the-job training and placement.
4. Continue contacts with community resource agencies and services.
5. Continue written management system.
6. Disseminate program information.

PRIMARY GRANTEE:

University/four year college

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Public secondary school, community workshop, Association for Retarded Citizens

PROJECT PRODUCTS

Product	Date Available
Brochure	9/87
Training Manual	9/87
Project developed instruments	9/87
Slide presentation	9/87
Journal Articles	9/87
Replication manual	9/87

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 150

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 50

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Mild mental retardation	35	18 - 54
Moderate mental retardation	10	18 - 54
Severe mental retardation	5	18 - 54

RELATED SERVICE COMPONENTS

Number of individuals receiving direct services (training) through project activities.

18-25 parents, 8 agency personnel, 40 business/industry personnel, 15 teachers, and 5 project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On students/clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client integration into environment, student/client employment status

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

Evaluation Approach(es):

Goal based, decision making and professional review

Personnel involved in evaluation activities:

Project director, project coordinator and project staff

Type of evaluation reporting and audience:

Formal evaluation report for advisory board, state vocational rehabilitation agency, and State Division of Mental Retardation

INSTRUMENTATION

Project developed individual skills summary for Vocational Skills, Adaptive Behavior, Social Skills, Survival Skills, Daily Living Skills.

Other: Project developed Transition Data Summary Observation Forms and Transition Outcome Summary Data Form

Project Title:
Project PERT: Post Secondary Education/Rehabilitation Transition for the Mildly Mentally Retarded and Learning Disabled

Institute #96

Project Director:
Patricia Poplin

Competition 84.078B

Contact Person:
Patricia Poplin

Telephone:
(804) 225-2880

Mailing Address:
Virginia Department of Education
P.O. Box 6-Q
Richmond, VA 23216-2060

Project Start Date: 9/1/84
Project End Date: 8/31/87

Geographic Area Served:
State

PROJECT PURPOSE

To demonstrate an innovative approach which will enhance the post secondary options and opportunities of mildy retarded and LD youth in the Commonwealth of Virginia.

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-87)

1. Dissemination for statewide implementation of the Transitional Process.
2. Refinement of the Transitional Model and Process.
3. Continue implementation of the Transitional Model Process.

PRIMARY GRANTEE:

State Department of Education

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS

Local education agency, university/four year college, and state vocational rehabilitation

PROJECT PRODUCTS

Product	Date Available
Training manual	Currently available
Operations manual	Currently available

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 250

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 250

DIRECT SERVICES

Handicapping Condition	No. Served	Age Range
Learning disability	250*	18+
Mild mental retardation		18+

(* number inclusive of both handicapping conditions)

RELATED SERVICE COMPONENTS

Individuals receiving direct services (training) through project activities.

Agency personnel, teachers, and project staff

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected:

On Postsecondary Education:
Post secondary education/training demographics

On Program:
Program characteristics/demographics, program implementation level, program replication.

Evaluation Approach(es):
System analysis and decision making

Personnel involved in evaluation activities:
Project director, project coordinator, and project staff

Type of evaluation reporting and audience:
Formal evaluation report for OSERS

INSTRUMENTATION

Project developed Strategy Review Form, Key Action Progress Report and Strategy Descriptor

NOTE: Project Profile generated by Technical Assistance Program staff from grant application(s) and previous year's Project Profile.

Appendix A

PROJECT CHARACTERISTICS QUESTIONNAIRE

The Project Characteristics Questionnaire was used as the basis for information contained in the Individual Project Profiles.

OSERS #____________________

PROJECT CHARACTERISTICS QUESTIONNAIRE

Please complete the following information for inclusion in the 1986-87 Compendium of Project Profiles.

TITLE:____ COMPETITION:________________________________

MAILING ADDRESS: PROJECT DIRECTOR:______________________________

____

________________________________ CONTACT PERSON:______________________________

________________________________ TELEPHONE:______________________________

CITY COUNTY STATE ZIP

PROJECT SITE ADDRESS:(if different)

________________________________ PROJECT IMPLEMENTATION DATE:____________________

________________________________ PROJECT TERMINATION DATE:____________________

____

GEOGRAPHIC AREA SERVED

TYPE OF POLITICAL UNIT SERVED (check one only)

[] 1. community
  [] a. metropolitan area (100,000 plus) with public transportation system
  [] b. metropolitan area (100,000 plus) without public transportation system
  [] c. suburb of a metropolitan area
  [] d. small town (5,000 - 100,000) with no city transportation system
  [] e. small town (5,000 - 100,000) with city transportation
  [] f. rural area
  [] g. other (specify________________________________)
[] 2. part of a county
[] 3. county
[] 4. region within a state (including more than one county)
[] 5. state
[] 6. region of nation (more than one state)
[] 7. nationwide
[] 8. other (specify________________________________)

AGENCY TYPE

Indicate the following for each listing: 1=primary grantee, 2=directly involved but secondary agency, 3=third agency involved in project, 4=other cooperating agencies involved in project

1 2 3 4 public secondary school
1 2 3 4 private secondary school
1 2 3 4 local education agency (LEA)
1 2 3 4 community or junior college
1 2 3 4 university or four year college
1 2 3 4 JTPA Service Delivery Area agent
1 2 3 4 residential education or rehabilitation facility (institution)
1 2 3 4 community workshop
1 2 3 4 community education or rehabilitation facility
1 2 3 4 profit making agency i.e. employment agency, private business
1 2 3 4 research institute
1 2 3 4 city or county government
1 2 3 4 state agency(s), e.g. VR, DD, SEA (specify) ____________________
1 2 3 4 private non-profit agency
1 2 3 4 Association for Retarded Citizens
1 2 3 4 Association for Learning Disabilities
1 2 3 4 hospital
1 2 3 4 other (specify) ____________________

PROJECT PURPOSE

Write a general statement of project goal and a brief description of service delivery model; if purpose statement is same as 1985-86 profile statement write SAME)

CURRENT FOCUS OF PROJECT ACTIVITIES (1986-1987)

(What activities are projected for this current year of project?)

EXAMPLE: During FY 86-87: (1) implementation of peer tutoring program with 20 students; (2) inservice training for faculty members, (3) development of training manual for providing inservice, (4) implementation of computerized job bank.

RELATED SERVICE/TRAINING COMPONENTS

Indicate number of individuals receiving direct training through project activities, e.g., inservice training, workshops, etc.

______ Parents
______ Agency Personnel
______ Business/industry personnel

________ Teachers
________ Project staff
________ Other (specify)

PROJECT PARTICIPANTS

ESTIMATED NUMBER OF YOUTH WITH HANDICAPPING CONDITIONS IMPACTED BY PROJECT DURING ENTIRE FUNDING PERIOD: ______

ESTIMATED NUMBER OF STUDENTS SERVED THROUGH DIRECT SERVICE FOR ENTIRE PROJECT FUNDING PERIOD: ________

DESCRIPTION OF TARGET POPULATION

Please read over entire list of handicapping conditions before answering. Choose those categories most closely describing the population estimated to be served by your project for the ENTIRE funding period. Indicate the number of individuals served at each level, the number of ambulatory and nonambulatory persons, and the age range.

HANDICAPPING CONDITION	# SERVED AT EACH LEVEL							AGE RANGE
	# MILD	# MODERATE	# SEVERE	# PROFOUND	# AMBULATORY	# NONAMBULATORY		
Autism								
Behavioral disorders								
Brain damage								
Cerebral Palsy								
Chronic mental illness								
Communication disorder								
Developmental disability								
Dropouts								
Economically disadvantaged								
Emotional disorder								
Epilepsy								
Health impairment								
Hearing impairment								
Learning disability								
Mental retardation								
Minority youth								
Physical handicap								
Speech impairment								
Spinal cord injury								
Substance abuse								
Traumatic head injury								
Visual impairment								
Other (specify)								

PROJECT EVALUATION PLAN

DATA/INFORMATION BEING COLLECTED: (1) please indicate what type of data or information is being collected by placing a checkmark in box provided; (2) specify the type of information/data being collected by circling appropriate example(s) in parenthesis; (3) if appropriate example is not provided please write specific type of information/data being collected in space provided.

INFORMATION ON STUDENTS/CLIENTS SERVED

ARE YOU COLLECTING INFORMATION ON:

☐ 1. Number referred to project services

☐ 2. Intake/referral information; specify (i.e., method of referral, referral agent) ______________________

☐ 3. Number receiving direct services; specify (i.e., students, clients, parents, school personnel, business/industry, community agencies, etc.) ______________________

☐ 4. Student/client demographics; specify (i.e., age, sex, handicapping conditions) ______________________

☐ 5. Student/client educational background data; specify (i.e. school attendance, GPA, credits earned, courses taken, etc.) ______________________

☐ 6. Student/client work experience background data; specify (i.e., previous work experience, type of job, wages earned, reason for leaving, etc.) ______________________

☐ 7. Assessment results for student/client; specify (i.e., vocational, educational, behavioral, psychological, medical, social, etc.) ______________________

☐ 8. Student/client progress in training program; specify (i.e., work behavior, situational assessments, competency level attained, objectives accomplished, placement in competitive employment, etc.) ______________________

☐ 9. Student/client progress in educational program; specify (i.e., objectives accomplished, grades earned, credits earned, acquisition, maintenance, and generalization of skills, etc.) ______________________

☐ 10. Student/client integration into environment; specify (i.e., contact with nonhandicapped peers, access to community services, access to residential alternatives, etc.) ______________________

☐ 11. Student/client follow up status; specify (i.e., duration of employment, completion of training program, completion of educational program, longitudinal data, etc.) ______________________

☐ 12. Student/client employment status; specify (i.e., length of employment, wages earned, job classification, benefits received, level of employment, e.g., supported, competitive; etc.) ______________________

☐ 13. Student/client outcome status; specify (i.e., post training assessment, post placement assessment, ability to obtain employment, assimilation into educational/employment setting, etc. ______________________

☐ 14. Other student/client data information; specify ______________________

INFORMATION ON EMPLOYERS

ARE YOU COLLECTING INFORMATION ON:

☐ 15. Employer characteristics/demographics; specify (i.e., type of business/industry, number of employees, access to training opportunities, level of supervision, etc.) ____________________

☐ 16. Employer collaboration level; specify (i.e., financial incentives, wage reimbursement, employee training, level of project outreach activities, etc. ____________________

☐ 17. Level of direct service provided to employer; specify (i.e., training of supervisors, employer contact, presence of job coach, etc). ____________________

☐ 18. Employer satisfaction with student/client, project activities, etc.

☐ 19. Employer outcome status; specify (i.e., post placement hires, attitude/acceptance level, integration of handicapped worker, etc.) ____________________

☐ 20. Other employer data/information;
specify ____________________

INFORMATION ON POSTSECONDARY EDUCATION

ARE YOU COLLECTING INFORMATION ON:

☐ 21. Postsecondary education/training demographics; specify (i.e., type training, type of agency, services available, accessibility, etc.) ____________________

☐ 22. Postsecondary education/training collaboration level; specify (i.e., financial incentives provided, level of project outreach activities, availability of support services, etc.) ____________________

☐ 23. Level of direct service provided by project; specify (i.e., inservice training, contact with post-secondary personnel, etc.) ____________________

☐ 24. Postsecondary education/training satisfaction with student/client participation, project activities, etc.

☐ 25. Postsecondary education/training outcomes; specify (i.e., competency/objective attainment, grades, assimilation into college setting, employment placement, etc.) ____________________

☐ 26. Other postsecondary data/information;
specify ____________________

INFORMATION ON PROGRAM

ARE YOU COLLECTING INFORMATION ON:

☐ 27. Program characteristics/demographics; specify (i.e., model of service delivery, essential program components, etc.) ____________________

☐ 28. Program implementation level; specify (i.e., start up, intermediate, fully established) ____________________

☐ 29. Program replication; specify (i.e., site demographics, degree of implementation, etc.) ____________________

EVALUATION APPROACH

Please indicate type of evaluation approach(es) used).

[] 1. **SYSTEM ANALYSIS**

(information gathered on planning, monitoring, impact and costs of a program)
Examples of evaluation models under this approach include Control Group, Cost Effectiveness, Quasi Experimental, non-equivalent comparison group, pretest-posttest preexperimental, process checklist, program analysis of service systems, program evaluation and review technique (PERT), single subject design, true experiemental design, time series, frequency counts.

[] 2. **GOAL BASED**

(incorporates the use of goals and a set of objectives that determine a specific outcome)
Examples of goal based models include discrepancy evaluation model (DEM), Goal Attainment Scaling, Management by Objectives.

[] 3. **GOAL FREE**

(approach which ascertains all program outcomes and not just the ones intended by the program personnel)
Examples of goal free models include Goal Free Evaluation, Impact Evaluation, Stakeholder Analyses.

[] 4. **DECISION MAKING**

(approach which utilizes the criterion of utility: which information will be most useful? This approach underscores evaluation as a practical activity.)
Examples of decision making models include CIPP (Context, Inputs, Process, Products), Concerns-Based Adoption Model (CBAM).

[] 5. **CONNISSEURSHIP**

(approach which employs a single expert as a judge of the quality of a program)
Examples of connisseurship models include art criticism, file review.

[] 6. **PROFESSIONAL REVIEW**

(approach which involves the use of members of a profession to judge the activities of their peers; can include internal and external professional review systems).
Examples of professional review include adivsory board review.

[] 7. **QUASI LEGAL**

(approach which incorporates the procedures and authority of the law)
Examples of quasi legal approach include blue ribbon panels, most types of public hearings, mock trials and judicial (adversarial) evaluation.

[] 8. **CASE STUDY**

(a narrative account of the actors and actions associated with the day to day running of a program. Emphasis is on capturing the multiple perspectives of the participants in an effort to judge program success)
Examples of case study strategy include journalistic accounts, ethnographies

[] 9. OTHER (please specify type)____
____

INSTRUMENTATION

Indicate type of instruments used in project evaluation, specify title. Indicate if the instrument is commercially available or locally available by placing a checkmark in the space provided.

INFORMATION ON STUDENT/CLIENT

Commercially Available	Locally Available	Type	Name of Instrument
		General Ability/Intelligence Tests (e.g. WAIS-R, WISC-R, etc.)	
		Special Aptitude Tests (e.g. Bennett Mechanical Comprehension, Crawford Small Parts Dexterity, Minnesota Spatial Relations Test)	
		Vocational Skills (e.g. Valpar Component Work Sample Series, San Francisco Vocational Competency Scale.)	
		Academic Achievement (e.g. Wide Range Achievement Test, California Achievement Test)	
		Language Tests (e.g. Peabody Picture Vocabulary Test, Goldman-Fristoe-Woodcock Test of Auditory Discrimination)	
		Adaptive Behavior (e.g. AAMD Adaptive Behavior Scales, Vineland Adaptive Behavior Scales - R)	
		Social Skills (e.g. Social & Prevocational Information Battery, Fundamental Interpersonal Relations Orientation- Behavior)	
		Career Interest Inventories (e.g. Becker Reading-Free Interest Survey, Strong-Campbell Interest Inventory)	
		Survival Skills (e.g. Street Survival Skills Questionnaire)	
		Daily Living Skills (e.g. Coping Master Scales, Leisure Time Activities Scale)	
		Dexterity/Manual Skills (e.g. Purdue Pegboard, Stromberg Dexterity Test)	
		Other (e.g. Functional Assessment Inventory, Rotter Locus of Control)	

INFORMATION ON PROGRAM

Commercially Available	Locally Developed	Type	Name of Instrument
		Observations	
		Checklists	
		Rating Scales	
		Interview	
		Survey	
		Other	

EVALUATION PERSONNEL INVOLVED

Indicate personnel involved in conducting evaluation activities. Include the FTE for personnel (i.e. 1.0 FTE = full time, .50 FTE = half time, .25 FTE = quarter time).

☐ Project Director ____FTE

☐ Project Coordinator ____FTE

☐ Project Staff ____FTE

☐ Advisory Board ____FTE

☐ 3rd Party Evaluator (outside agency) ____FTE

☐ Staff Evaluator (within agency) ____FTE

☐ Other (specify ______________________)

EVALUATION REPORTING

Indicate type of report form, time frame, and intended audience for reporting evaluation results)

FORM

☐ formal evaluation report
☐ executive summary
☐ brochure/pamphlet
☐ other
____

TIME

☐ quarterly
☐ annual
☐ semi annual
☐ other
____

AUDIENCE

☐ consumers
☐ OSERS
☐ Transition Institute
☐ Advisory Board
☐ State Agency (specify ___________)
☐ Other Boards or Panels (specify ___________)
☐ Other Agencies (specify _________________)
☐ Other (specify _______________)

PROJECT PRODUCTS

Indicate type of products that will be available from project; include descriptive title, date available)

	Date Available
☐ brochure	________
☐ newsletter	________
☐ parent handbook	________
☐ student handbook	________
☐ training manual	________
☐ project developed instruments	________
☐ slide presentation	________
☐ video tape	________
☐ curricula	________
☐ journal articles	________
☐ replication manual	________
☐ other (specify)	________
________________	________
________________	________

PROJECT OBJECTIVES

Indicate your project objectives using the following codes (circle all that apply).

1 = an objective of the project that has been written down in the project proposal or project manuals.

2 = a project objective that is practiced but has not been written down.

ASSESSMENT AND REFERRAL

1 2 1. refer students
1 2 2. develop instruments
1 2 3. assess students

PLACEMENT

1 2 4. place students into competitive employment
1 2 5. place students into supported work
1 2 6. place students into postsecondary education
1 2 7. place students into postsecondary training

TRAINING/EDUCATION

1 2 8. train students - vocational
1 2 9. train students - nonvocational (academic, personal-social, living skills)
1 2 10. train or support students after job placement
1 2 11. support students after postsecondary placement

COUNSELING

1 2 12. provide career exploration
1 2 13. counsel students (specify type ______________)
1 2 14. develop peer support groups (specify type ____________________)
1 2 15. provide case management

PROGRAM DEVELOPMENT

1 2 16. develop curricula
1 2 17. develop alternatives to specific behavior management techniques
1 2 18. develop and implement a service delivery model
1 2 19. develop computerized management information system (specify use ______________)

DISSEMINATION/REPLICATION

1 2 20. replicate an existing model
1 2 21. develop/disseminate product(s)
1 2 22. disseminate information
1 2 23. provide technical assistance
1 2 24. develop marketing strategy
1 2 25. develop job bank
1 2 26. conduct conferences/seminars

AGENCY COORDINATION

1 2 27. develop interagency agreements
1 2 28. develop network among service providers
1 2 29. conduct transition needs assessment of area

MANPOWER TRAINING

1 2 30. train professionals, paraprofessionals, or parents (specify ________________)
1 2 31. conduct workshops
1 2 32. train employment related staff (i.e. job coaches, supervisors, employers, etc.)

RESEARCH

1 2 33. conduct library research
1 2 34. conduct empirical research

LOBBYING

1 2 35. influence local, federal, and state legislation

Appendix B

NEWLY FUNDED TRANSITION PROJECTS: FY87

This Appendix contains brief abstracts of those OSERS funded projects that will begin in Fiscal Year 1987.

NEWLY FUNDED PROJECTS IN COMPETITION 84.158L

Project Title:
Project ACTIVITY

Competition 84.158L

Contact Person:
Betsy Bounds

Telephone:
(602) 882-2421

Project Start: FY87

Mailing Address:
Tucson Unified School District
P. O. Box 40400
1010 E. 10th
Tucson, AZ 85717

PROJECT PURPOSE:
To develop skill development packages in the areas of related basic skills, personal/social/living skills, learning strategies and pre-entry vocational skills; provide comprehensive vocational evaluations for the mildly handicapped through observation in work or training settings and appropriate standardized instruments; provide for coordination between family, school, employer and appropriate agencies; and provide counseling support.

****

Project Title:
The Career Ladder Program

Competition 84.158L

Contact Person:
Robert Gaylord-Ross

Telephone:
(415) 469-1161

Project Start: FY87

Mailing Address:
San Francisco State University
Foundation, Inc.
1640 Holloway Avenue
San Francisco, CA 94132

PROJECT PURPOSE:
To increase the likelihood of successful transition for mildly handicapped youth through implementation of program components including: pre-transitional career education inservice for teaching staff; a community vocational training and placement component; a social skills training component; a career counseling component; a follow-along monitoring service; an interagency component.

Project Title:
Project TRANS-ACT

Competition 84.158L

Contact Person:
Frank Anderson

Mailing Address:
Institutional Development and
Economic Affairs Service, Inc.
Magnolia Star Route
Nederland, CO 80466

Telephone:
(303) 443-8789

Project Start: FY87

PROJECT PURPOSE:
To enable secondary-aged, dropout handicapped youth overcome numerous systemic barriers to maturity and self-reliance through a model which engaged learning disabled and other mildly handicapped migrant and minority students in a three-dimensional comprehensive program of transition services utilizing the Foxfire learning concept. The service delivery model consists of five interrelated, individual components that rely upon three modes of service delivery: didactic instruction, experiential educational techniques, and time-limited support services.

****

Project Title:
Model for Providing Secondary Mainstreamed Learning Disabled and Other Mildly Handicapped Students with Job Related Training

Competition 84.158L

Contact Person:
Sally Vernon

Mailing Address:
Chicago City Wide College
30 East Lake Street
Chicago, IL 60601

Telephone:
(312) 984-2849

Project Start: FY87

PROJECT PURPOSE:
To demonstrate, implement, evaluate and disseminate a model vocational/educational program designed to provide needed transitional services to secondary-aged mainstreamed students with mild disabilities. To develop and implement a comprehensive "13th year" curriculum, including classroom participation and community work experience components.

Project Title:
Teaching Job-Related Skills to Learning Disabled Students Through Existing Vocational Courses

Competition 84.158L

Contact Person:
John M. Aiken

Telephone:
(316) 421-6550 X1872

Project Start: FY87

Mailing Address:
Southeast Kansas Education
Service Center
Route 4 - Box 176
Girard, KS 66743

PROJECT PURPOSE:
To identify a core set of job-related skills that are requisites to entry or successful completion of regular vocational courses, vocational technical school courses and/or community college vocational courses. To develop an effective model of collaborative vocational programming that will allow students with learning disabilities to participate in vocational options that were previously not available because of their lack of ability to demonstrate mastery of job-related skills.

****

Project Title:
Transitional Opportunities for the Learning Disabled

Competition 84.158L

Contact Person:
Patricia M. Catapano

Telephone:
(212) 563-7474

Project Start: FY87

Mailing Address:
Young Adult Institute, Inc.
460 W. 34th Street
New York, NY 10001

PROJECT PURPOSE:
To develop and implement a model program to facilitate competitive employment of learning disabled young adults who are in transition from school to adult settings. Primary objectives include: expanding liaisons between secondary education settings, service providers and prospective employers; refining a Vocational Needs Assessment and Vocational Preparation Curriculum to be used in a Transitional Vocational Training Program (TVTP); establishing a TVTP and expanding the Job Placement Bureau; establishing support mechanisms for disabled young adults who are in transition or competitively employed; and exploration of continued means of funding for this or similar projects.

Project Title:
Project JOB

Competition 84.158L

Contact Person:
Irwin Rosenthal

Telephone:
(212) 598-3484

Project Start: FY87

Mailing Address:
Dept. of Counselor Education
New York University
239 Greene Street
New York, NY 10003

PROJECT PURPOSE:

To establish a demonstration project for learning disabled/mildly handicapped high school students with a focus on career/job development and training. Project JOB will have three treatment groups: a traditional career education program; a career exploration program including experience-based career education through a series of work-world internships; and a high school coursework and vocational exploration and training program.

****

Project Title:
Vocational Education to Work:
An Effective Transition Model

Competition 84.158L

Contact Person:
James Affleck
Greg Weisenstein

Telephone:
(206) 543-4011

Project Start: FY87

Mailing Address:
College of Education
Experimental Education WJ-10
University of Washington
Seattle, WA 98195

PROJECT PURPOSE:

To develop a readily transportable model that secondary schools can use to prepare mildly handicapped students for cooperation education and employment. The four model components include: active recruitment, guided placement, continuing support, and job placement and follow-up.

Project Title:
Deriving Job Skills from the
Workplace

Competition 84.158L

Contact Person:
Joseph Jenkins
Eugene Edgar

Mailing Address:
College of Education
Experimental Education WJ-10
University of Washington
Seattle, WA 98195

Telephone:
(206) 543-4011

Project Start: FY87

PROJECT PURPOSE:
To determine the specific employee characteristics and skills sought by employers; to develop and field test a model job skills curriculum; and to determine the effects of the model curriculum on LD students' job acquisition and retention, and on employer satisfaction.

****

Project Title:
Community Transition Center Model

Competition 84.158L

Contact Person:
Charles Coker

Mailing Address:
Research & Training Center
Stout Vocational Rehab. Inst.
University of Wisconsin-Stout
Menomonie, WI 54751

Telephone:
(715) 232-2236

Project Start: FY87

PROJECT PURPOSE:
To develop and test the "Community Transition Center Model." The goals of the Model are to increase the capacity of secondary schools to provide employment preparation skills to their handicapped youth, increase the ability of postsecondary settings to educate or employ these youth, and provide direct services to these youth to assist in the transition process. The CTC Model is designed to serve mildly handicapped youth who are in the process of transitioning into postsecondary educational and employment settings, and who need employment preparation, placement, and post-placement support services.

NEWLY FUNDED PROJECTS IN COMPETITION 84.158C

Project Title:
Oregon Transition Program

Competition 84.158C

Contact Person:
Ray Rothstrom

Telephone:
(503) 378-4765

Project Start: FY87

Mailing Address:
Oregon Department of Education
Special Education Division
700 Pringle Parkway SE
Salem, OR 97310

PROJECT PURPOSE:

To develop, implement, and evaluate a model for improving secondary special education and transition services for students with either mild or severe disabilities in school districts throughout Oregon. The project includes development of local LEA teams to serve as an instrument of change. The SEA will help the LEA to construct and train the local team, providing technical assistance to the team as it develops and implements its annual plan.

****

Project Title:
Statewide Model for Cooperative
Planning and Developing Transitional
Services

Competition 84.158C

Contact Person:
Marc Hull

Telephone:
(802) 828-3141

Project Start: FY87

Mailing Address:
Special Education Unit
State Department of Education
Montpelier, VT 05602

PROJECT PURPOSE:

To develop, implement and evaluate a model for state- and local-level interagency collaboration between the Divisions of Special Education and Vocational Education, the Division of Mental Retardation, the Division of Vocational Rehabilitation, and the Department of Employment and Training. The goal is to enhance the transitional services available to youth labeled mentally retarded in Vermont.

Project Title:
Project Life LAB (Learning to Apply the Basics)

Competition 84.158C

Contact Person:
Donna C. Omer

Telephone:
(904) 395-0605

Project Start: FY87

Mailing Address:
School Board of Alachua County
Division of Student Support
620 E. University Avenue
Gainesville, FL 32601

PROJECT PURPOSE:

To identify agency barriers to a successful transition and develop and implement a motivational transitional program focusing on overcoming these barriers. The motivational program will involve teachers, parents, and agencies with the student in developing realistic personel and career goals and in obtaining services, training and successful employment.

****

Project Title:
Cooperative Model for Planning and Developing an Evaluation and Intervention Program to Increase the Effectiveness of Transition Services to Handicapped Youth

Competition 84.158C

Contact Person:
Robert Stodden

Telephone:
(808) 948-7956

Project Start: FY87

Mailing Address:
University of Hawaii
Department of Special Ed.
2444 Dole Street
Honolulu, HI 96822

PROJECT PURPOSE:

To plan and operationalize a cooperative model for improving the availability and quality of transition services for handicapped youth; to implement and evaluate the cooperative model as a demonstration project with handicapped youth participating within transition activities; and to institutionalize effective elements of the demonstrated model, producing outcomes to be incorporated into existing service delivery structures, replicated, and disseminated.

Project Title:
Idaho Model for Cooperative Planning and Implementation of Transitional Services

Competition 84.158C

Contact Person:
Jani Lambrou

Telephone:
(208) 334-3940

Project Start: FY87

Mailing Address:
Idaho State Dept. of Education
LBJ Bldg - 650 W. State St.
Boise, ID 83720

PROJECT PURPOSE:

To stimulate the development and improvement of programs for secondary special education, and to develop a system of cooperative planning and implementation of transition services through a coordinated system of local, regional and state efforts. Four major components include: interagency working group and the exchange of personnel for various inservice and training needs; inservice training at local, regional, and state workshops; availability of mini-grants to LEAs; and development of school-based transition services in LEAs.

****

Project Title:
Promoting Competitive Employment Services for Persons with Severe Handicaps through a Coordinated Longitudinal Model

Competition 84.158C

Contact Person:
David P. Wacker

Telephone:
(319) 353-6455

Project Start: FY87

Mailing Address:
Division of Developmental Disabilities
University of Iowa
251 Hospital School
Iowa City, IA 52242

PROJECT PURPOSE:

To develop and implement cooperative interagency agreements in four regions in Iowa to promote supported employment options for persons who are severely handicapped.

Project Title: The Specialized Education/ Rehabilitation Transition Services (SERTS)	**Competition 84.158C**
Contact Person: J. Russell Doumas	**Mailing Address:** Advent Enterprises, Inc. 2116 Nelwood Columbia, MO 65202
Telephone: (314) 474-8560	
Project Start: FY87	

PROJECT PURPOSE:

To develop a service delivery model designed to utilize a multi-support system of rehabilitation and education for the purpose of linking school vocational experience with competitive employment for handicapped persons leaving the school system. The SERTS project will develop formalized working agreements and promote education and dissemination of the model state-wide.

****

Project Title: Project LINK: A College-Based Interagency Transition Model for Mildly Handicapped Postsecondary Pupils	**Competition 84.158C**
Contact Person: Marjorie T. Goldstein	**Mailing Address:** William Paterson College of New Jersey Department of Special Ed. Wayne, NJ 07470
Telephone: (201) 595-2118/2610	
Project Start: FY87	

PROJECT PURPOSE:

To plan, develop, and implement a cooperative model to facilitate interagency collaboration on behalf of mildly handicapped postsecondary pupils who must make the transition from school to community.

Project Title:
From School to Adult Life:
Building a Transition System

Competition 84.158C

Contact Person:
Larry Rhodes

Telephone:
(503) 686-5311

Mailing Address:
University of Oregon
Specialized Training Program
135 Education Building
Eugene, OR 97403

Project Start: FY87

PROJECT PURPOSE:
To involve education, adult services and family participants in order to establish a state and local process for collective work to insure successful transition.

****

Project Title:
Oregon Transition Program

Competition 84.158C

Contact Person:
Ray Rothstrom

Telephone:
(503) 378-4765

Mailing Address:
Oregon Department of Education
Special Education Division
700 Pringle Parkway SE
Salem, OR 97310

Project Start: FY87

PROJECT PURPOSE:
To develop, implement, and evaluate a model for improving secondary special education and transition services for students with either mild or severe disabilities in school districts throughout Oregon. The project includes development of local LEA teams to serve as an instrument of change. The SEA will help the LEA to construct and train the local team, providing technical assistance to the team as it develops and implements its annual plan.

Project Title:
Statewide Model for Cooperative Planning and Developing Transitional Services

Competition 84.158C

Contact Person:
Marc Hull

Telephone:
(802) 828-3141

Project Start: FY87

Mailing Address:
Special Education Unit
State Department of Education
Montpelier, VT 05602

PROJECT PURPOSE:
To develop, implement and evaluate a model for state- and local-level interagency collaboration between the Divisions of Special Education and Vocational Education, the Division of Mental Retardation, the Division of Vocational Rehabilitation, and the Department of Employment and Training. The goal is to enhance the transitional services available to youth labeled mentally retarded in Vermont.

****

Project Title:
Project PLACEMENT

Competition 84.158C

Contact Person:
Patricia D. Poplin

Telephone:
(804) 225-2880

Project Start: FY87

Mailing Address:
Virginia Dept. of Education
Division of Special Education
P. O. Box 6-Q
Richmond, VA 23216

PROJECT PURPOSE:
To develop, implement and refine a model which ensures successful competitive employment for job-ready special education students exiting the public schools. Involves developing a secondary/postsecondary system for job placement and replication of the model throughout the state.

NEWLY FUNDED PROJECTS IN COMPETITION 84.078C

Project Title:
Model Program for Referral and Training of Adult Learning Disabled Students

Competition 84.078C

Contact Person:
William R. Richards

Mailing Address:
Community College of Denver
Developmental Studies
1111 W. Colfax, Box 600
Denver, CO 80204

Telephone:
(303) 556-8455

Project Start: FY87

PROJECT PURPOSE:
To develop a model to refer and track LD students among three institutions of higher learning at the Auraria Higher Education Center. Faculty from all three colleges will receive training and curriculum modification techniques for identifying, referring for special assistance and mainstreaming adult LD students. System will also be developed to do specialized vocational assessment and career development for these students.

****

Project Title:
Colorado's Community College Consortium for the Learning Disabled Training and Demonstration Project

Competition 84.078C

Contact Person:
Patricia S. Tomlan

Mailing Address:
Red Rocks Community College
12600 W. 6th Avenue
Golden, CO 80401

Telephone:
(303) 979-8242

Project Start: FY87

PROJECT PURPOSE:
To provide instruction in identification/teaching of LD students and development of service delivery systems for LD students to representatives of five sites per year for three years.

Project Title:
The Northeast Technical Assistance Center for Learning Disability College Programming

Competition 84.078C

Contact Person:
Stan Shaw

Telephone:
(203) 486-4033

Project Start: FY87

Mailing Address:
The University of Connecticut
Special Education Center
U-64, 249 Glenbrook Road
Storrs, CT 06268

PROJECT PURPOSE:
To encourage and enhance postsecondary programming for learning disabled students. To develop a regional technical assistance center that will implement a variety of model technical assistance activities including workshops, on-site consultation, development of model programs, and dissemination in order to enhance both the quantity and quality of LD college programming efforts in the Northeast.

****

Project Title:
Support Services to Ensure Transition from Community College Education to Employment for the Handicapped

Competition 84.078C

Contact Person:
Beverly Chapman

Telephone:
(305) 299-5000

Project Start: FY87

Mailing Address:
Valencia Community College
P. O. Box 3028
Orlando, FL 32802

PROJECT PURPOSE:
To create, implement, evaluate and disseminate information about a system of support services which facilitates an effective and efficient transition between postsecondary education and appropriate employment for handicapped persons. The model is intended to demonstrate a partnership effort between employers and educators establishing the effective training and socialization required to ensure job placement and success for certain students.

Project Title:
Project TAPE: Technical Assistance for Postsecondary Education

Competition 84.078C

Contact Person:
Ernest Rose

Telephone:
(815) 753-8465

Mailing Address:
Northern Illinois University
Department of Learning,
Development & Special Ed.
DeKalb, IL 60115

Project Start: FY87

PROJECT PURPOSE:
To develop, implement and evaluate five specific intervention strategies (SIS) modules in three regional demonstration centers serving North, Central and Southern Illinois. Disabled student services and direct service personnel will be trained to use SIS to provide improved services to LD students in postsecondary education.

****

Project Title:
The Adult Human Service Curriculum Project

Competition 84.078C

Contact Person:
Mary Ellen Efferen

Telephone:
(617) 642-0257

Mailing Address:
Shriver Center
200 Trapelo Road
Waltham, MA 02254

Project Start: FY87

PROJECT PURPOSE:
To develop, pilot, and disseminate a curriculum package to train youth with severe learning disabilities for employment in adult human service agencies. This package will be designed for use by secondary and postsecondary educators, and vocational trainers.

Project Title:
Project ACCESS

Competition 84.078C

Contact Person:
Patricia Kercher

Telephone:
(406) 791-2105

Project Start: FY87

Mailing Address:
Great Falls Public Schools
Vocational-Technical Center
2100 16th Avenue South
Great Falls, MT 59405

PROJECT PURPOSE:

To develop, implement, and validate especially designed and coordinated services and educational programs to facilitate and encourage successful education for handicapped adults with their non-handicapped peers.

****

Project Title:
LD - TALENTS: Technical Assistance for Leadership in Education for Nebraska's Technical Schools

Competition 84.078C

Contact Person:
Jan Leuenberger
Mary Morris

Telephone:
(402) 472-5475

Project Start: FY87

Mailing Address:
University of NE-Lincoln
Special Ed. & Comm. Disorders
253 Barkley Memorial Center
Lincoln, NE 68583-0731

PROJECT PURPOSE:

To expand the educational resources for LD students in the state's community technical colleges. A technical assistance team of higher education LD specialists will train existing community technical college personnel in model practices for learning disabled students and establish a visible transition network for LD students among high schools, intermediate eduation agencies, offices of vocational rehabilitation services, and community technical colleges.

Project Title:
The Total Impact Model: A Community College/Trade School Collaboration for Learning Disabled Young Adults

Competition 84.078C

Contact Person:
Bert Flugman

Telephone:
(212) 221-3532

Project Start: FY87

Mailing Address:
Research Foundation of CUNY
33 West 42nd Street
New York, NY 10036

PROJECT PURPOSE:
To combine and adapt two programs, one on a community college campus and the other in a not-for-profit proprietary school, in order that learning disabled youth be able to procure an intensive vocational experience that is also academically and socially enriching. To operate synergistically by making available a broad range of training and support services to economically disabled youth because of the added eligibility of the proprietary school's programs for Pell grants and for Vocational Rehabilitation Services funding.

****

Project Title:
Comprehensive Learning Program: A Cooperative Model for Services to Adults with Learning Disability

Competition 84.078C

Contact Person:
Rosa Hagin

Telephone:
(212) 841-5579

Project Start: FY87

Mailing Address:
Fordham University
Lincoln Center
Graduate School of Education
113 W. 60th Street
New York, NY 10023

PROJECT PURPOSE:
To improve literacy skills and employability of learning disabled adults through program components including: intake to determine suitabiilty and commitment to the program; assessment to determine educational and vocational strengths and needs; individual training and group and individual counseling; evaluation to determine overall program effectiveness and to assess the impact of specific program elements.

Project Title:
Enhancing Vocational Possibilities for Young Adults with Learning Disabilities

Competition 84.078C

Contact Person:
Craig Michaels

Telephone:
(516) 747-5400

Project Start: FY87

Mailing Address:
Human Resources Center
I. U. Willets Road
Albertson, NY 11507

PROJECT PURPOSE:
To demonstrate how vocational possibilities for community college students with learning disabilities can be enhanced through the provision of comprehensive vocational support services. Services will include comprehensive psychological, educational and vocational assessment, campus-based support services to increase career awareness, comprehensive placement readiness skills training and placement, and follow-up services.

****

Project Title:
Project CAREER

Competition 84.078C

Contact Person:
Irwin Rosenthal

Telephone:
(212) 598-7849

Project Start: FY87

Mailing Address:
New York University
Counselor Education
239 Greene Street
New York, NY 10003

PROJECT PURPOSE:
To establish a demonstration project for learning disabled college students with a focus on career/job development training through the use of field studies and internships. The major component will be the replication of the experience based career education internship model program at NYU in liaison community colleges.

Project Title:
Access to Computers for Disabled Students

Competition 84.078C

Contact Person:
William Roth

Telephone:
(518) 442-3850

Project Start: FY87

Mailing Address:
Research Foundation of SUNY
SUNY at Albany
P. O. Box 9
Albany, NY 12201

PROJECT PURPOSE:
To make computers and their modifications in hardware and software accessible to disabled students, by a directed organizational effort combining diverse elements in one model project. To mainstream disabled students into the computer environment of the University and prepare them for the increasingly computer environment of society.

****

Project Title:
Handicapped Postsecondary Education Program

Competition 84.078C

Contact Person:
Bette Angotti

Telephone:
(704) 342-6661

Project Start: FY87

Mailing Address:
Central Piedmont Community College
P. O. Box 35009
Charlotte, NC 28235

PROJECT PURPOSE:
To facilitate the transition of learning disabled students from high school to college and from college to work through the provision of direct services to students; through the development and adpatation of learning materials; and through the performance of research.

Project Title:
The Plus Program: An Expanded Regional Liaison Project to Develop Placement Opportunities for Secondary LD Students

Competition 84.078C

Contact Person:
Paul Naour

Telephone:
(614) 826-8246

Project Start: FY87

Mailing Address:
Muskingum College
Education Department
Montgomery Hall, College Drive
New Concord, OH 43762

PROJECT PURPOSE:
To expand existing services to secondary learning disabled students through establishment of a regional liaison program in area schools in five Ohio counties. Students will have individual learning profiles developed. Students, service providers, faculty and staff will develop metacognitive and placement strategies.

****

Project Title:
Learning Disabled Students

Competition 84.078C

Contact Person:
Larry Bonner

Telephone:
(214) 746-2275

Project Start: FY87

Mailing Address:
Richland College
Dallas Community College Dist.
701 Elm Street
Dallas, TX 75202

PROJECT PURPOSE:
To meet the diverse needs of the learning disabled population at Richland College through the development of the following programs: Volunteer Tutoring Program, Written Expression Program, Outreach Program, Advanced Reading/Spelling Program, Screening Instruments Program, and Transition Program.

Project Title:
Project TAPS: Transitional Assistance for Postsecondary Students

Competition 84.078C

Contact Person:
Marshall Mitchell

Telephone:
(806) 371-5436

Project Start: FY87

Mailing Address:
Amarillo College
Access Division
P. O. Box 447
Amarillo, TX 79178

PROJECT PURPOSE:
To provide support services, expanded education resources, new academic and community linkages, increased outreach and inservice on behalf of learning disabled postsecondary students in the 26-county, rural Texas panhandle. To provide transitional services for learning disabled postsecondary students through a community college setting which will assist in identification and remediation of the barriers that prevent them from obtaining their educational, personal and career goals with a primary focus on skills and attitudes required for success as an independent adult.

****

Project Title:
University Bound Learning Disabled Student Transition Project

Competition 84.078C

Contact Person:
Anna B. Williams

Telephone:
(801) 581-7299

Project Start: FY87

Mailing Address:
University of Utah
Department of Special Ed.
Salt Lake City, UT 84112

PROJECT PURPOSE:
To enhance departmental academic programs and research efforts in teacher education: to identify university bound LD students; to give them skills for university entrance; help with the transition from high school to university; insure that university educational support services continue tracking the LD student to graduation.

Project Title:
Project HAPPEN: Helping Achieve Postsecondary Placement through Ecological Networking

Competition 84.078C

Contact Person:
Connie Dalke

Telephone:
(414) 472-5239

Project Start: FY87

Mailing Address:
University of WI-Whitewater
Department of Special Ed.
800 W. Main Street
Whitewater, WI 53190

PROJECT PURPOSE:

To develop and demonstrate a model program in order to faciiltate effective transition from secondary to postsecondary environments by promoting a shared networking and responsibility of all individuals and/or services involved in the transition process; and to increase the likelihood that students with learning disabilities will complete high school and make an effective transition into a postsecondary educational or vocational environment.

****

Project Title:
Demonstration Project for Learning Disabled: Cooperative Learning at the College Level

Competition 84.078C

Contact Person:
Ruth Williams

Telephone:
(414) 963-5666

Project Start: FY87

Mailing Address:
Board of Regents
University of Wisconsin System
P. O. Box 413
Milwaukee, WI 53201

PROJECT PURPOSE:

To develop and implement a program which will provide recruitment, diagnosis and assessment, and supportive services for learning disabled students enrolled at the University of Wisconsin. The key component of the program is the establishment of "base" groups, formed to facilitate cooperative learning.

Appendix C

EXPIRED TRANSITION PROJECTS

This Appendix contains brief abstracts on those OSERS funded transition projects that expired prior to 1/87.

EXPIRED PROJECTS IN COMPETITION 84.158B

Project Title:
A Cooperative Model for Planning and Developing Transitional Services for Handicapped Youth

Institute #69

Project Director:
Thomas Murphy

Competition 84.158B

Contact Person:
Thomas Murphy
Joseph Pasanella

Mailing Address:
Santa Barbara High School District
723 E. Cota Street
Santa Barbara, CA 93103

Telephone:
(805) 963-4331

Project Start Date: 1/1/85
Project End Date: 12/30/86

Geographic Area Served:
Santa Barbara School District

PROJECT PURPOSE

To build interagency partnerships which result in the collaborative design and delivery of programs and services which support the successful transition to adulthood by youths with handicaps via: developing partnerships with community service providers, business and industry; providing additional support services for students; developing post-school services through functional interagency agreements

****

Project Title:
The Sonoma County Transition Project

Institute #68

Project Director:
Gail O'Connor

Competition 84.158B

Contact Person:
Gail O'Connor

Mailing Address:
North Bay Developmental Disabilities Services, Inc.
North Bay Regional Center
790 Sonoma Avenue
Santa Rosa, CA 95404

Telephone:
(707) 528-6161

Project Start Date: 1/2/85
Project End Date: 12/30/86

Geographic Area Served:
Sonoma County

PROJECT PURPOSE

To develop model processes through information exchange, interagency coordination, community acceptance and system awareness to assist individuals with developmental disabilities in the transition from school into a fully integrated adult life in the community.

Project Title:
Secondary Education and Transitional Services for Handicapped Youth Planning Project

Project Director:
Josephine Guerrero-Mesta

Contact Person:
Josephine Guerrero-Mesta

Telephone:
670-9956

Project Start Date: 9/3/84
Project End Date: 8/30/86

Institute #78

Competition 84.158B

Mailing Address:
Commonwealth of Northern Marianas Islands
Department of Education
Lower Base
Saipan, CMNI 96950

Geographic Area Served:
Commonwealth

PROJECT PURPOSE

To plan a structured secondary and post high school training and transitional service delivery model for handicapped students in the Commonwealth of the Northern Marianas Islands.

****

Project Title:
Planning and Developing Cooperative Transitional Services for the Handicapped in Connecticut

Project Director:
Lorraine Aronson

Contact Person:
Lorraine Aronson

Telephone:
(203) 566-8888

Project Start Date: 10/1/84
Project End Date: 9/30/86

Institute #70

Competition 84.158B

Mailing Address:
Deputy Commissioner for Program and Support Services
State Department of Education
P. O. Box 2219
Hartford, CT 06145

Geographic Area Served:
Statewide

PROJECT PURPOSE

To develop a regional interagency collaborative process through which students with handicapping conditions may receive suitable training, counseling, and assessment in preparation for leaving high school to enter competitive or supported employment or to access further education or training; to facilitate the student's transition from school based services to adult/community based services.

Project Title:
A Program to Coordinate the Services of DVR and DPI to Effectuate a Smooth Transition from School to Employment

Institute #71

Project Director:
Barbara Bennett

Competition 84.158B

Contact Person:
Barbara Bennett
Martha Brookes

Telephone:
(302) 571-3916
(302) 454-2073

Mailing Address:
Client Services
Division of Vocational Ed.
321 E. 11th St., L-1 Bldg.
Wilmington, DE 19801

Project Start Date: 9/1/84
Project End Date: 8/30/86

Geographic Area Served:
Statewide

PROJECT PURPOSE

To develop a model for interagency coordination of services (among home, school, and community agencies) that will better prepare handicapped youth in Delaware to move from the school environment to the work environment.

***

Project Title:
International Assoc. of Machinists & Aerospace Workers National Demonstration Model for Tansition Service for the Handicapped Youth

Institute #72

Project Director:
Charles Bradford

Competition 84.158B

Contact Person:
Charles Bradford

Telephone:
(202) 857-5173

Mailing Address:
IAM-CARES
1300 Connecticut Ave., NW
Washington, DC 20036

Project Start Date: 1/11/84
Project End Date: 1/11/85

Geographic Area Served:
Chicago, IL & Los Angeles, CA

PROJECT PURPOSE

To promote the transition from classroom to workplace for students with disabiilties by providing vocational and on-the-job training; developing work experience opportunities; placing 50 handicapped students in permanent full-time competitive employment following OJT; and providing on-site follow-up to participants and employers.

Project Title:
National Transition Program Support System

Institute #73

Project Director:
Dick Galloway

Competition 84.158B

Contact Person:
Dick Galloway

Telephone:
(202) 296-1800

Mailing Address:
Nat'l Association of State
Directors of Special Ed.
1201 - 16th St., N.W.
Suite 404E
Washington, DC 20036

Project Start Date: 10/1/84
Project End Date: 9/30/86

Geographic Area Served:
Nationwide

PROJECT PURPOSE

To establish a national center for information collection and dissemination on the status of adult transition services among state agencies and to provide technical assistance to state level program planners and implementors regarding new transition programs.

****

Project Title:
Cooperative Models for Planning and Developing Transitional Services

Institute #74

Project Director:
Mitylene Arnold

Competition 84.158B

Contact Person:
Mitylene Arnold

Telephone:
(404) 542-1235

Mailing Address:
University of Georgia
College of Education
850 College Station Road
Athens, GA 30610

Project Start Date: 7/1/85
Project End Date: 5/30/86

Geographic Area Served:
Statewide

PROJECT PURPOSE

To analyze components in successful transition programs to determine appropriate staff development activities and resource allocation within the state which will facilitate effective transition from school to work.

Project Title:
Special Education and Transitional
Services for Handicapped Youth

Project Director:
Gary Gronberg

Contact Person:
Gary Gronberg
Deanne Horne

Telephone:
(701) 224-2277
(701) 852-6318

Project Start Date: 10/1/84
Project End Date: 9/30/86

Institute #75

Competition 84.158B

Mailing Address:
North Dakota Dept. of Public
Instruction
Department of Special Ed.
Capitol Building
Bismark, ND 58505

Geographic Area Served:
Statewide

PROJECT PURPOSE

To facilitate the orderly transition of handicapped students from school to independent adult life through the design, development, implementation, and dissemination of a state-level cooperative model for transitional services in North Dakota. To conduct eight regional workshops to special education, vocational education, vocational rehabilitation and developmental disabilities personnel in North Dakota and disseminate Transitional Process Handbook.

****

Project Title:
Project IMPACT: Innovative Model
Project for Achieving Community
Transition

Project Director:
Bill Quinones

Contact Person:
Bill Quinones

Telephone:
(214) 526-5536

Project Start Date: 10/1/84
Project End Date: 10/1/86

Institute #76

Competition 84.158B

Mailing Address:
Dallas Independent School
District
Special Education Department
3700 Ross Avenue
Dallas, TX 75204

Geographic Area Served:
Dallas County

PROJECT PURPOSE

To develop a school to community transition model that facilitates comprehensive planning and the identification of appropriate services for handicapped young adults who are "aging out" of eligibility for public school services.

Project Title:
Reaching Employment Through Applied Individual Learning for Handicapped Students on Military Installations

Institute #77

Project Director:
Wayne Spence

Competition 84.158B

Contact Person:
Wayne Spence

Telephone:
(206) 756-8256

Mailing Address:
Clover Park School Dist. #400
Research Development and Management
10020 Gravelly Lake Dr., S.W.
Tacoma, WA 98499

Project Start Date: 10/1/84
Project End Date: 9/30/86

Geographic Area Served:

PROJECT PURPOSE

To design and implement a model which allows 70% of the students in the project to obtain successful unsubsidized employment in the military environment or elsewhere and implement independent living plans upon completion of their program.

EXPIRED PROJECTS IN COMPETITION 84.078B

Project Title:
Postsecondary Education Programs for the Handicapped

Institute #91

Project Director:
Dorothy Fisher

Competition 84.078B

Contact Person:
Dorothy Fisher

Telephone:
(701) 663-0376

Mailing Address:
Housing, Industry, Training, Inc.
Habilitation Services
1007 - 18th Street, NW
Mandan, ND 58554

Project Start Date: 9/1/84
Project End Date: 9/1/86

Geographic Area Served:
Region of State

PROJECT PURPOSE

To provide vocational training in the human services field for functionally handicapped young adults - the result being employment for this relatively new labor force. Includes course development, curriculum modification, and replication of instructional materials.

****

Project Title:
Centrally Coordinated Approach to Serving LD Students on Five College Campuses

Institute #97

Project Director:
Lydia Block

Competition 84.078B

Contact Person:
Lydia Block

Telephone:
(614) 422-3995

Mailing Address:
The Ohio State University
Research Foundation
1314 Kinnear Road
Columbus, OH 43212-1194

Project Start Date: 12/1/84
Project End Date: 12/1/85

Geographic Area Served:
Ohio

PROJECT PURPOSE

To demonstrate a model which will show how many clusters of geographically close schools can share services effectively to better meet the needs of the learning disabled.

Project Title:
A Comprehensive Model Program for
LD University Students

Institute #100

Project Director:
Anna Gajar

Competition 84.078B

Contact Person:
Anna Gajar

Telephone:
(814) 863-2284

Mailing Address:
Penn State University
Div. of Special Education
and Communication Disorders
226-B Moore Building
207 Old Main
University Park, PA 16802

Project Start Date: 12/1/84
Project End Date: 5/31/86

Geographic Area Served:
Pennsylvania

PROJECT PURPOSE

To develop a comprehensive diagnostic and academic support service program for Learning Disabled University students for the purpose of retaining and graduating participants. To conduct awareness and information activities for LD advisors, faculty, counselors, and other staff involved with LD students. To address and/or identify unique problem areas (e.g., written expression, foreign language) indicating a need for research.

* * *

Project Title:
CHANCE - Support Services for
Mentally Retarded Adults

Institute #94

Project Director:
Judith Schapiro

Competition 84.078B

Contact Person:
Judith Schapiro

Telephone:
(804) 440-3297

Mailing Address:
School of Education
Old Dominion University
Norfolk, VA 23508

Project Start Date: 10/1/84
Project End Date: 10/1/86

Geographic Area Served:
Region of State

PROJECT PURPOSE

To provide support for the mildly mentally retarded adult and his family in his transition from special education classes to the adult community experience.

EXPIRED PROJECTS IN COMPETITION 84.078C

Project Title:
Helping Hand Rehabilitation Center

Institute #113

Project Director:
Fred Peters

Competition 84.078C

Contact Person:
Fred Peters

Mailing Address:
Helping Hand Rehabilitation
Center
9649 W. 55th Street
Countryside, IL 60525

Telephone:
(312) 352-3580

Project Start Date: 6/85
Project End Date: 7/86

Geographic Area Served:
Special Ed. Cooperative

PROJECT PURPOSE

To place individuals in an actual job earning competitive non-subsidized wages and benefits and working along side non-handicapped co-workers, e.g., supported work model using a job coach on site.

****

Project Title:
Postsecondary Education Programs
for the Handicapped

Institute #109

Project Director:
Alan Gartner

Competition 84.078C

Contact Person:
Alan Gartner

Mailing Address:
Research Foundation, CUNY
Graduate School/University
Center.
33 W. 42nd Street
New York, NY 10036

Telephone:
(212) 790-4239

Project Start Date: 8/1/85
Project End Date: 8/1/86

Geographic Area Served:
New York City

PROJECT PURPOSE

To create a center where, on continuing basis, young people, postsecondary institutions, schools, training agencies, and employers can link up. Career and education information will be available, e.g., permanent college night.

Project Title:
Using Job Clubs to Assist in the Transition to Work of Postsecondary Handicapped Students

Institute #107

Project Director:
James Long

Competition 84.078C

Contact Person:
James Long

Telephone:
(614) 486-3655

Mailing Address:
Ohio State University Research Foundation.
National Ctr. for Research in Vocational Education
1960 Kenney Road
Columbus, OH 43210

Project Start Date: 10/1/85
Project End Date: 10/1/86

Geographic Area Served:
Community Colleges on National Basis

PROJECT PURPOSE

To provide peer support for job seekers; teach participants job seeking skills; and reinforce the concept that job seeking is a full-time job and the worker's responsibility. To establish, operate, and evaluate three separate examples of a model handicapped postsecondary student job club to foster/promote transition. Disseminate information for replication.

****

Project Title:
Postsecondary Transition Program

Institute #106

Project Director:
Jacque Murray

Competition 84.078C

Contact Person:
Jacque Murray

Telephone:
(215) 296-6753

Mailing Address:
Vanguard School
P. O. Box 730
Paoli, PA 19301

Project Start Date: 9/4/85
Project End Date: 7/4/86

Geographic Area Served:
Philadelphia Area

PROJECT PURPOSE

To ease the transition of handicapped students into work and/or postsecondary academic or vocational programs. Supportive individualized program for students to develop interpersonal and adult life skills needed to sustain employment.

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